



Civil War Defenses of Washington Themed Resources

“Experience Your America” with the National Park Service through themed resources that connect to your local National Park sites and education standards. The Civil War Defenses of Washington sites offer a unique peak into the conflicted identity of the Civil War experience of Washington, D.C. These resources will help provide students with a tangible history of their community by building upon local contexts and personal experiences.

Resources Include:

- DCPS Content Standards Information
- Primary Source Themed Sets
- Lesson Plan Samples
- Teaching with Historic Places “Power of Place” Methodology Information

Civil War Themes Include:

A Capital Defense	A City of Hospitals: Civil War Medicine
Soldier Life	Split Loyalties
Civilian Contribution	Sacred Ground: Death and Memory

Instructional Goal: Students will be able to analyze, synthesize and evaluate the Civil War Defenses of Washington as primary sources within the Civil War period, fostering a greater connection to their community’s past.



I. DC Public Schools Standards Information

The following DCPS standards are relevant to the teaching of the Civil War Defenses of Washington.

8.11 Broad Concept: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.11.5 Explain the views and lives of leaders and soldiers on both sides of the war, including those of black soldiers and regiments.

8.11.6 Describe African American involvement in the Union army, including the Massachusetts Regiment led by Colonel Robert Shaw.

8.11.7 Describe critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

8.11.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.12.6 Explain the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions.



II. Primary Source Set



Primary sources serve as excellent tools for students to develop thoughtful, creative and active thinking skills. History can often be a messy process but primary source interpretation aids students in “appreciating historical perspectives by avoiding ‘present mindedness’ and consideration of historical context.” Primary source interpretation meets all “Historical Thinking Skills” as defined by the National Center for History in the Schools (NCHS) standards. These standards include:

Standard I: Chronological Thinking

Standard II: Historical Comprehension

Standard III: Historical Analysis and Interpretation

Standard IV: Historical Research Capabilities

Standard V: Historical Issues-Analysis and Decision-Making

To find out more about these standards visit: <http://nchs.ucla.edu/standards/thinking5-12.html>

The SOAP method of inquiry is recommended for student interpretation of these documents.

S – Subject What is the subject of the document?

O – Occasion What is the occasion?

A – Audience Who is the audience?

P – Purpose What is the purpose of the document?

More information about the SOAP method of inquiry can be found at www.becominghistorians.org. This is a website companion for the “Becoming Historians Project” developed by the New York City Department of Education and New York University through the Teaching American History grant program.

Library of Congress also provides helpful classroom guides for document interpretation at <http://memory.loc.gov/learn/lessons/psources/studqsts.html>

This document set provides several primary source types for optimal classroom differentiation:

- Photographs
- Political Cartoons/Newspaper Articles/Engraving Prints
- Letters/Diary Entries/Speeches
- Site Visits
- Maps

Differentiation Note: For ESL students and students with special needs “Adapting Documents for the Classroom: Equity and Access” offers helpful suggestions for using primary sources for varied abilities. This document, provided by National History Education Clearinghouse, can be found at <http://teachinghistory.org/teaching-materials/teaching-guides/23560>.

Primary Sources by Theme

The following documents are organized thematically for greater teacher flexibility and choice. These 6 themes align with the DCPS content standards and demonstrate the various ways that the Civil War Defenses of Washington fortifications represent broader Civil War themes.

“A Capital Defense” explores: why were the Defenses of Washington strategically necessary, who built them and what decisions did the engineers consider when building the fortifications (topography, placement, materials, etc.)?

“Soldier Life” explores: what was life like for a soldier stationed at the forts, who was stationed at the forts, how was life different for the United States Colored Troops (USCT)?

“Civilians” explores: how were civilians affected by a city overwhelmed by soldiers, what were the relationships between community and fort, what were the relationships of contrabands to the forts?

“A City of Hospitals: Civil War Medicine” explores: where did sick soldiers go for treatment, who cared for soldiers, what were Washington’s hospitals like, how has medical treatment/procedures improved because of the Civil War?

“Split Loyalties” explores: how did Washington’s geography contribute to split loyalties, how did people in Washington know if someone was loyal to the Union and how did the Ellsworth killing contribute to paranoia concerning questions of loyalty?

“Sacred Ground: Death and Memory” explores: how did people deal with the mass casualties of the Civil War (pragmatically and through memorial), how has the memorial process changed over time?

I. A Capital Defense

1. *Harper’s Weekly*: “Why Don’t You Take it?”
2. John G. Barnard, “A Report of the Defenses of Washington” Excerpt
3. Civil War Defenses of Washington Map
4. “Contraband Workers” NPS Historical Resource Guide Excerpt
5. Fort Stevens Historic Photograph
6. Fort Stevens 2010 Photograph (Urbanization Effects)
7. Fort Dupont Earthworks Site Visit
8. *Harper’s Weekly*: “Long Bridge Leading Across the Potomac from Washington to Virginia, Guarded by the United States Artillery” (Unknown Artist, May 1861)

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9. Fort Totten Historic Photograph (Topography Emphasis)
10. NPS Ranger Podcast for Fort Marcy (accessed from the Civil War Defenses of Washington website: <http://www.nps.gov/cwdw/index.htm> under "Photos and Multimedia")

II. Soldier Life

1. *Washington Star*: "Washington Homefront, December 1860" (Early Troop Reactions to Secession)
2. Union and Confederate Letterhead
3. Charles Harvey Brewster Letters (General Camp Life/Interaction with the Brightwood Community/Fort Building/Contraband Servants/Divided Camp Opinion on Slavery and African Americans)
4. Ohio's "Hundred Days" Men, Diary entry from May 23, 1864 (Impressions of Washington, D.C.)
5. "Should the Negro Enlist in the Union Army?" (Frederick Douglass, July 6, 1863, National Hall in Philadelphia)
6. General Orders No. 143 (Creation of United States Colored Troops)
7. Co. E, 4th U.S. Colored Infantry at Fort Lincoln Historic Photograph
8. *Harper's Weekly*: "A Man Knows A Man" (Unknown Artist, April 22, 1865)

III. Civilians

1. *Washington Star*: "Washington Homefront, June 1861" (Effects of a large soldier population)
2. *Washington Star*: "Washington Homefront, August, 1861" (Effects of a large soldier population)
3. *Washington Star*: "Washington Homefront, June, 1862" (Baseball continues in Washington during the war)
4. *Washington Star*: "Washington Homefront, September 1862" (Restrictions on civilian movements)
5. Elizabeth "Aunt Betty Thomas" Historic Photograph and Background Information
6. John M. Washington Emancipation Narrative Excerpts
7. Elizabeth Keckley: The Contraband Relief Society
8. *Harper's Weekly*: "Camp of Negro Refugees" (Theodore R. Davis, July 1, 1861)

IV. A City of Hospitals: Civil War Medicine

1. *Washington Star*: "The News Here." (Tuesday, June 11, 1861, Employment of Women as Nurses)
2. Louisa May Alcott: *Civil War Hospital Sketches* excerpts (Hospital Conditions/Facing Death)
3. "Washington, District of Columbia. Hospital of Quartermaster Department"
4. *Harper's Weekly*: "Army Surgeons at Work" (Winslow Homer, July 12, 1862)
5. George T. Stevens Memoir Excerpts

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6. Jonathan Letterman Historic Photographs
7. Letterman Medical Report on Antietam (October 30, 1862)

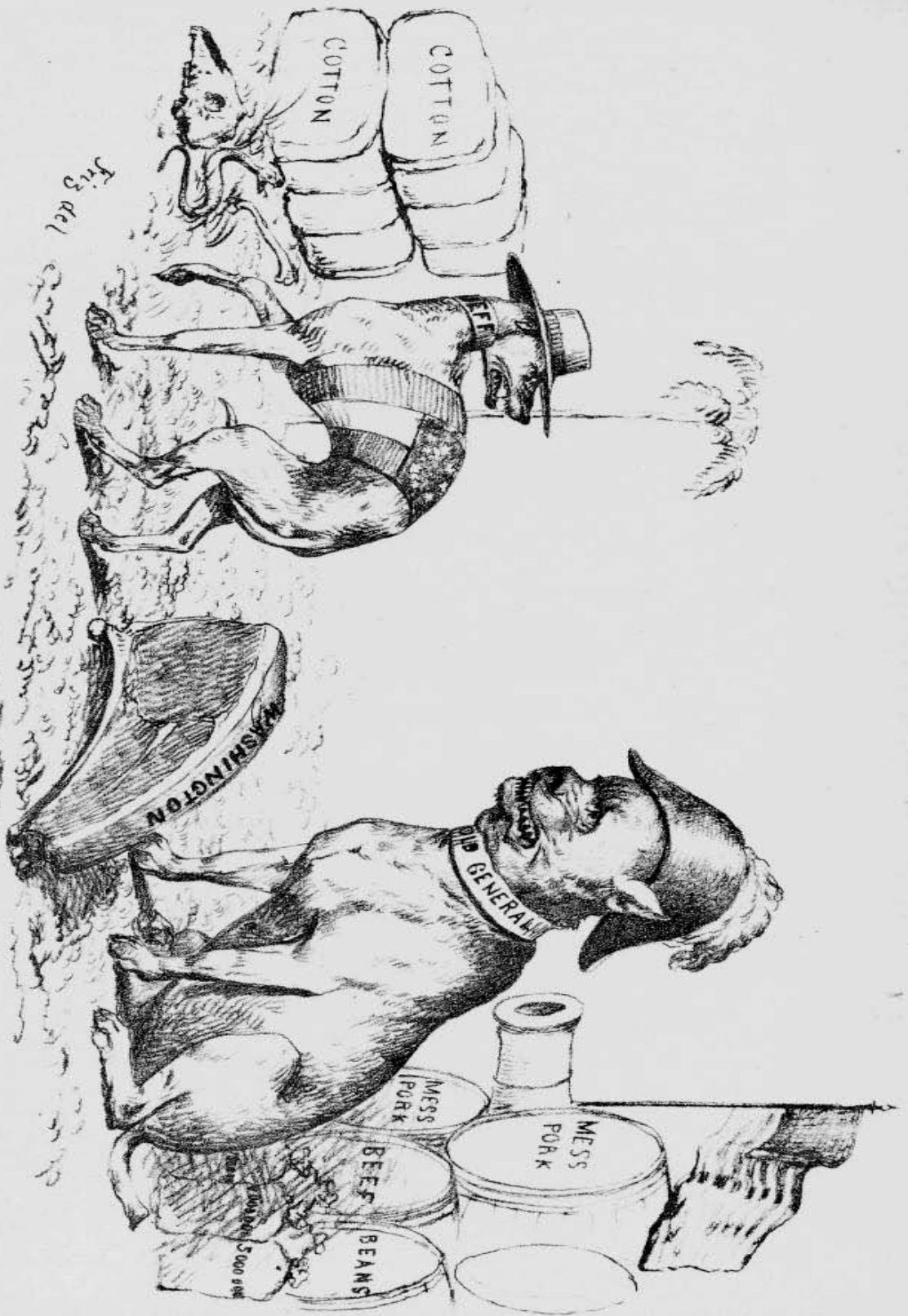
V. Split Loyalties

1. *Harper's Weekly*: "Secession Exploded" (July 10, 1861)
2. *Washington Star*: "Washington Homefront, April 1861" (Loyalty Oaths)
3. *Washington Star*: "Editorial, Tuesday, April 16, 1861" (Editorial Denouncing Secessionists in Washington)
4. Colonel Elmer Ellsworth Memorial Illustration (First Union Soldier Killed)
5. *Washington Star*: "Washington Homefront, July, 1863" (Seizure of Confederate Money in Anacostia)

VI. Sacred Ground: Death and Memory

1. Battleground National Cemetery Photographs
2. "Incidents of the War, A Harvest of Death" (Photographed by Timothy O'Sullivan at Gettysburg, July 1863)
3. *Harper's Weekly*: "The Floral Tribute to the Nation's Dead" (C.S. Reinhart, June 4, 1870)
4. "Unveil Lincoln Stone" (Washington Post, November 8, 1911)

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why dont you take it?

Entered according to act of Congress in the year 1861 by J. B. in the Clerk's office in the Southern District of Ohio

Yarr, Hester & Co., No. 1 West 4th Street, Cincinnati, O.

A Capital Defense: "Why Don't You Take It?"
Harper's Weekly
Beard
1861

About this Document:

In February 1861 Washington was alarmed by rumors that secessionists planned to seize the city and make it the capital of the Confederacy. The print may have been produced in that context, or during Lincoln's call to arms and rather anxious military build-up of the capital in April.

Here, General in Chief of the Army Winfield Scott, who engineered the Washington defense, is portrayed as a fierce bulldog. He stands guard defiantly over a large cut of beef representing Washington, as a greyhound wearing a broad-brimmed planter's hat and wrapped in a Confederate flag (Confederate president Jefferson Davis) slinks away to the left. Beyond the greyhound are bales of cotton, a bone, and an animal skull. A small snake coils threateningly in the grass. A palmetto tree, emblem of secessionist leader South Carolina, rises in the distance. On the right, behind the bulldog, are barrels of "mess pork," beans, beef, sacks of money, and a large cannon. The stars and stripes fly over them.

Another version--a crude, slightly smaller copy of this or of a common model, but without the printer's imprint and copyright line--is also in the Library's collection (Stern Collection, portfolio 4, no. 2). Weitenkampf lists four versions. Grant (II, p. 5-35) reproduces several versions of the design on patriotic envelopes in use in June, July, and August 1861. Weitenkampf and Murrell attribute the design to Beard.

This document and description can be accessed through the American Political Prints 1766-1876 Archive provided by Harper's Weekly and Library of Congress.

<http://loc.harpweek.com/>



Brigadier General John G. Barnard

John Gross Barnard was born in Sheffield, Massachusetts, on May 19, 1815. He graduated from the United States Military Academy at West Point in 1833. He was second in a class of forty-three members. As one of the top graduating cadets of his class, he was posted as a 2nd Lieutenant in the Corps of Engineers, embarking on a 48-year career in that branch.

Throughout his career he served on many garrison and fortification details, most notably participating in the construction for defenses in New York City, New Orleans, and Pensacola. During the Mexican War, he led the construction of United States Defenses at Tampico.

With the outbreak of the Civil War, General Barnard served as Chief Engineer to General McDowell in the First Bull Run Campaign. Next, with the rank of Brigadier-General, he acted as the Chief Engineer to the Army of the Potomac in the Virginia peninsular, serving Major General George B. McClellan. When the confederate army advanced into Virginia, he was appointed Chief Engineer of the defenses of Washington, and was promoted to Lieutenant-Colonel of Engineers in March 1863.

Barnard, John G. "A Report on the Defenses of Washington, to the Chief of Engineers, U S. Army, Corps of Engineers, Corps of Engineers Professional Paper No. 20." Washington, DC: The Government Printing Office, 1871.

"It is scarcely necessary to dwell upon the necessity, in the civil war through which our country has just passed, of holding and defending Washington. In a war of the nation—united and patriotic—with a foreign power, conquest by the enemy of the seat of government, through it might be a disaster and even a disgrace, would have little influence upon the issues of contest. In the recent civil war, on the contrary, the rebel flag flying from the dome of the Capitol would have been the signal 'recognition' by those foreign powers whose open influence and active agency would be too willingly thrown, with whatever plausible pretext, into the scale of dismemberment to become almost decisive of the event. That the preservation of the national cause should have thus identified with the continuous tenure of a city situated as is Washington, upon the very boundary to the most powerful and energetic of the rebellious States, and surrounded by the territory of another State only restrained from open rebellion by the heavy pressure of armed force, was one of the chief embarrassments of the Government in the prosecution of the War."



"Culpeper, VA Contrabands"
Timothy O'Sullivan (photographer)
November 1863
Library of Congress

Contraband Workers

CEHP, Incorporated. *A Historical Resources Study: The Civil War Defenses of Washington: Part I.* (Washington, DC: Department of the Interior, National Park Service, National Capital Region, 2004).

(Pages 26-30)

Former slaves or "contrabands" as some referred to them, flocked to Washington, D.C., the Union capital. In some instances, though, government agencies even impressed the former slaves and forcibly transported them from areas such as the peninsula, between York and James rivers in Virginia, and North Carolina to the Washington, D.C. area to work. After arriving in the area, many found work as laborers. Due to the lack of other employees and the fact that contrabands worked for less money, numerous former slaves worked on the fortifications.

In August 1862, contrabands, both men and women, received 40 cents plus rations, at the Quartermaster Departments' expense, a day for their work. By November 1863, Civil Engineers Gunnell and Childs recommended to Barnard that \$1.00 per day to contrabands with rations was a fair wage. The Engineers also issued a variety of clothing to those contrabands and their families who worked on the fortifications. Some of the contrabands working on the fortifications lived in Freedmen's Village or other Government housing and sometimes even at the forts such as Fort Lyon, VA, or the shanty village at Fort Albany, VA.

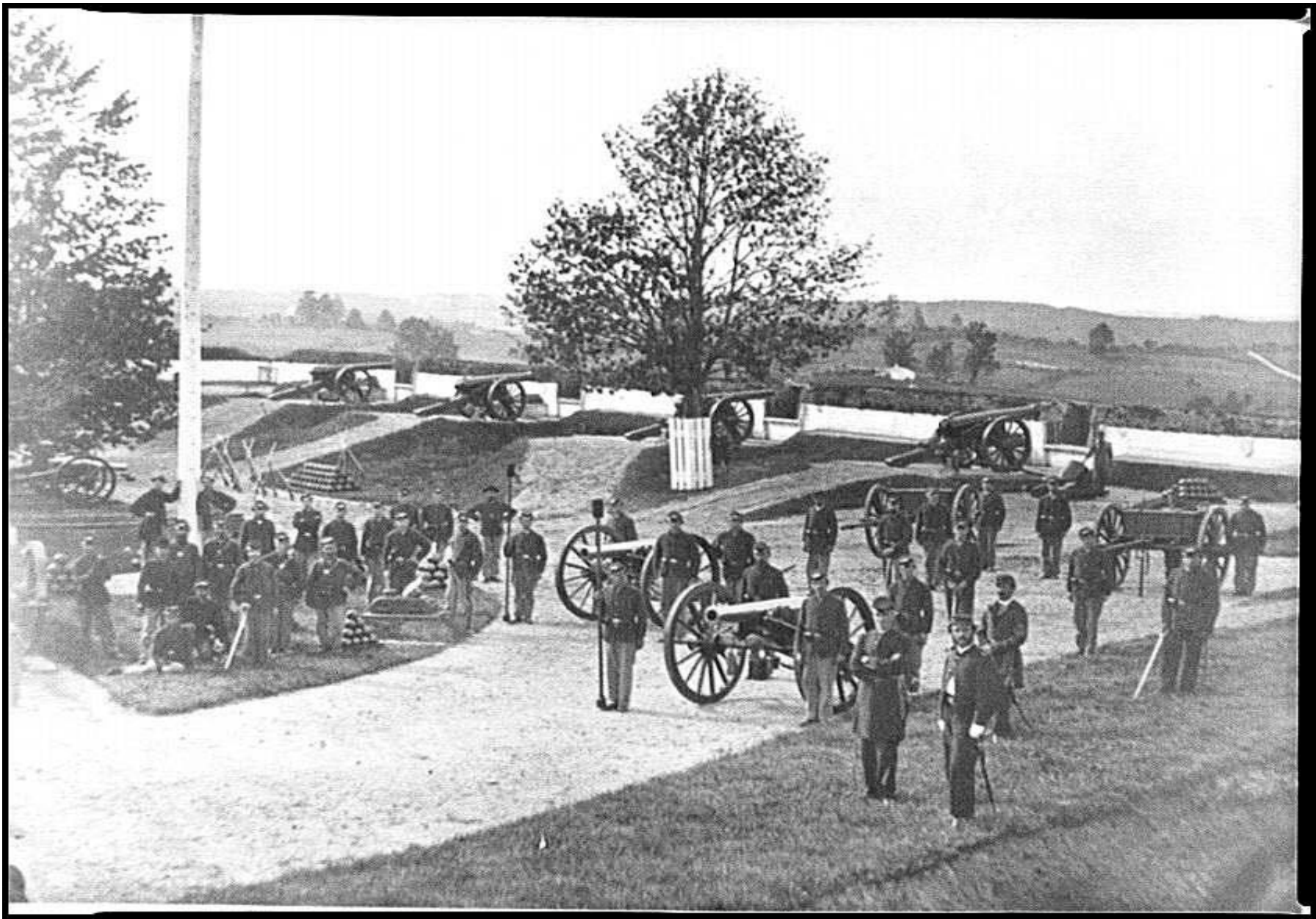
The Army didn't always treat the contrabands fairly. The Department informed Brigadier General Silas Casey, on April 6, 1862, that, in answer to his letter, "all negroes coming into the lines of any of the camps or Forts under his command are to be treated as

persons and not chattel.” General A.W. Whipple’s Division ADC, on August 25, 1862, called attention to the case of the contrabands employed on fortifications in the command declaring that Brigadier General Wadsworth, Military Governor of Washington, sent them over with instructions to pay them at the rate of 40 cents for each working day but many had been at work for more than two months and never received pay leaving them destitute of clothing and other necessities....

But, not everyone was happy with the contrabands’ work and appearance. Civilian Engineer Edward Frost, on November 10, 1862, wrote that “A portion of the Contrabands remaining in my charge “ were” entirely unsuitable for the purpose...” Many of the local Northern Virginia citizens did not appreciate the contrabands that often camped on their property and sometimes took their belongings and caused destruction. Anne S. Fobel, one of those citizens was distraught when “a whole gang of Contrabands had taken possession of Sharon,” the chapel on her land. The contraband did not leave so she had to have the Army evict them.

One author wrote that “In general, and in order to save the troops as much as possible, most of the labor was performed, not by troops, but by hired negroes working under charge of engineer officers.” Actually, hired laborers, including contrabands, were in short supply and at times there wasn’t any money to pay them. The greatest amount of labor on the fortifications was performed by troops stationed in the defenses of Washington and the Department of Washington, including infantry, artillery and cavalry...

The troops that worked on the fortifications were often glad to see the contraband workers. A member of the 50th New Jersey Volunteer Infantry Regiment reported that “Details of men were sent out every morning” to work on the fortifications but “At length a force of two hundred contrabands from North Carolina were sent to take our places in the ditches, and we willingly turned over to them our picks and shovels.” Private Alfred Bellard wrote that “The government had sent a lot of contrabands with use to fell trees and cut them into cord wood, which were afterwards sent by rail to the city to furnish fuel for the army during the winter.”

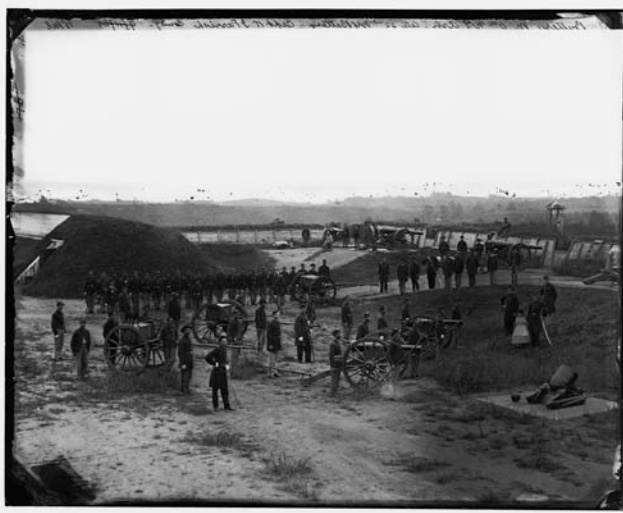


Fort Stevens Historic Photograph



Fort Stevens 2010

Fort Dupont Earthworks: Background for Site Visit



Robinson & Associates, Inc. *Fort Dupont Park: Historical Resources Study Final*.
(Washington, DC: Department of the Interior, National Park Service, National Capital Region, 2004)

Fort Dupont Description and Construction (p. 32-35)

Like the other Civil War defenses encircling Washington, the earthworks at Fort Dupont were constructed in accordance with Mahan's treatises [Denise Hart Mahan, West Point Engineer, *A Treatise on Field Fortifications*]. Fort Dupont was hexagonal in plan with a perimeter of 200 yards; each side was 100 feet long. The fort was constructed of packed earth riveted with wooden plans and poles. This construction, using timber to reinforce the earthen walls, suffered greatly from deterioration due to the weather and presence of troops. A fort of this type was typically constructed by "piling up earthworks, with one-to-one-and-a-half-foot-thick parapets that provided a thick defense against possible enemy attack." The thirteen-foot-thick earthen walls were piled so that the parapets faced the exposed fronts. The fort was designed with fourteen gun emplacements, eleven which were embrasures. The fort supported 300 infantry and 117 artillerymen. Field and siege guns were mounted on platforms within the forts to give the soldiers a wide range of fire.

Within the fort stood a 124-foot-deep well, a flagstaff, as well as a bombproof magazine. Constructed half-sunk below the level of the terreplein, the magazine was built by piling earth on log shoring to sufficient thickness to protect the inner rooms from artillery fire.

The entrance to the magazine stood facing the sallyport; inside, the structure consisted of an implement room (18' x 20' x 8') and to the rear a powder magazine (12' x 30' x 6'6"). The magazine, a rounded structure of heavy timbers covered with ten or more feet of rammed earth, was primarily used for storing ammunition and kegs of gunpowder.

Surrounding the exterior wall of the fort, a steep slope led to a dry moat. The depth of the ditch or dry moat surrounding the fort was eight feet. The soldiers entered the fort across a wooden drawbridge and through a stockade sallyport guarded by two log gates. Beyond the ditch, an abatis of outward-angled sharp stakes, sixteen to twenty feet long, stood as the first line of defense between the fort and any enemy troops. The heavy timber used in the construction of Fort Dupont and the abatis surrounding it came from the estate of Mr. G. W. Young in the vicinity of Fort Davis. Lumber from Young's estate was also used in the construction of Forts Davis, Meigs, and Baker. Beyond Fort Dupont's abatis, all trees and shrubs were cleared from the perimeter of the fort for a mile or tow, so that advancing enemy troops would be out in the open, wit no cover to hide behind.

Outside the fort but close to it were five wooden structures—two officers' quarters constructed of lumber (24' x 16'), a barracks (100' x 20'), a mess house (50' x 20'), and a guard house (24' x 18'). Due to the small size of the fort, the troops did not live within its walls; instead they resided in the above-mentioned structures, the two officers' quarters, and the barracks on the level open ground to the north and west of the fort. A parade or drill field was also probably located outside of the fort.



Fort Vocabulary



Abatis (Ah-ba-tee): A barrier of felled trees with sharpened and entangled branches pointing toward the enemy and lined up in a mass along the glacis. The abatis served to impede the enemy advance upon the fort.

Banquette (baun-kett): The narrow walk behind the breastheight or interior slope on which the infantry stands while firing. The flat walk is the banquette tread; the slope up to it is the banquette slope.

Barbette: Raising a gun by placing it on a high carriage or mound of earth so that it fires over the parapet rather than through an opening in the wall, expanding its range of fire.

Bastioned fort: A fortification plan which assures that every section of the fort is mutually supported by fire from another part. The star-shaped fort with five or more bastions is considered the ideal fort and is generally used only for important works.

Breastheight or interior slope: The inside of the fort wall (parapet) where the defender leans while firing.

Counterscarp: The outer slope of the ditch (dry moat), opposite the parapet.

Ditch: A deep dry moat surrounding the fort in front of the parapet. It is designed to impede access to the parapet.

Embrasure: An opening in the parapet (fort wall) through which a gun is fired. Although it weakens the parapet to assault, the embrasure provides protection for the gun crew.

Emplacement: see Embrasure.

Exterior slope: That part of the parapet facing toward the enemy.

Filling room: An underground structure like a powder magazine where rounds were armed and loose powder, shot and firing implements were kept.

Flanking maneuver: The movement of troops around an enemy or his works in an effort to get behind and cut off any possibility of escape. In a defensive system like the forts that surrounded Washington, D.C., rifle trenches and outlying gun batteries constructed between the forts all but eliminated the possibility of such a movement.

Gabion (gay-bee-un): A round, wicker cylinder, approximately 24" in diameter and 3' high, filled with sod. Gabions were used to line gun embrasures and could be used for other purposes like supporting the walls of a temporary fortification.

Garrison: The troops stationed at a fort or other military stronghold.

Glacis (gla-see): The raised ground in front of the ditch, which exposes the enemy to the defenders' fire.

Interior slope: see Breastheight.

Ordnance: Military weapons, ammunition and equipment.

Parade ground: The flat area in the center of the fort.

Parapet: An elevated wall or embankment constructed from earth, wood or stone designed to intercept enemy fire.

Powder magazine: An underground structure where containerized rounds and black powder for the ordnance of a fort were kept.

Profile: A vertical cross-section of the fort.

Revetment: Material such as blocks of sod, trunks of small trees (pole revetting), or horizontally placed boards used to support the earthen walls on the interior of a field fortification. Pole revetting was the preferred choice.

Rifle trench: A deep ditch with excavated earth piled along the exposed side that protected infantry from enemy fire and enabled them to prevent a flanking maneuver on the fort or battery.

Scarp: The inner slope of the ditch (or moat) that surrounds a fort; the same as the exterior slope.

Superior slope: The top of the parapet.

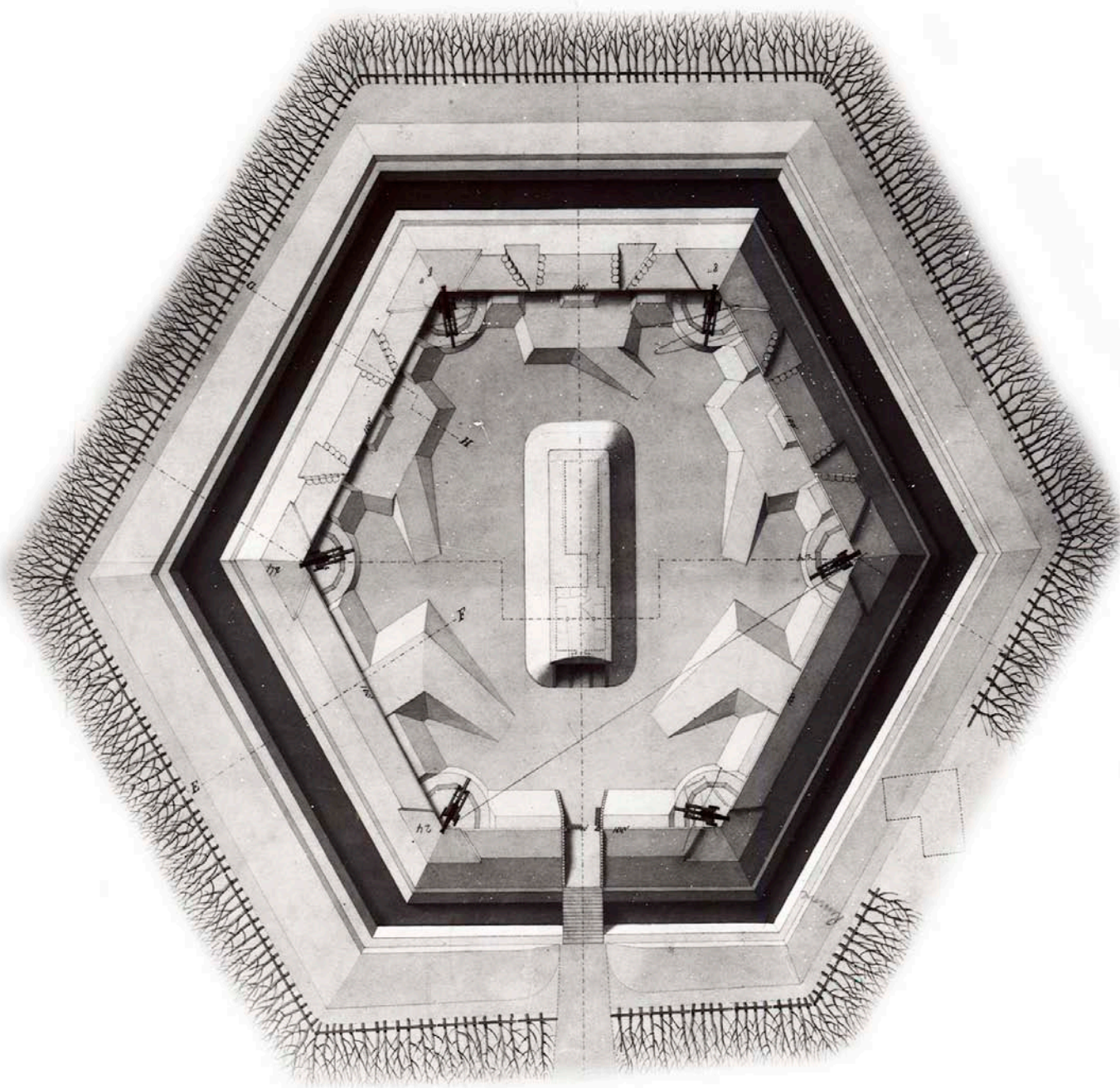
Trace: The ground-plan or outline of the fort.

Terreplein (ter-a-plane): The flat ground inside the fort, at least 6'6" below the top of the parapet.

Traverse: A breastheight placed on top of the magazine, bombproof or filling room to form a second line of defense, usually accessed by a ladder or steps.

"Fort Vocabulary" Provided by the Fort Ward Museum & Historic Site (City of Alexandria Virginia)

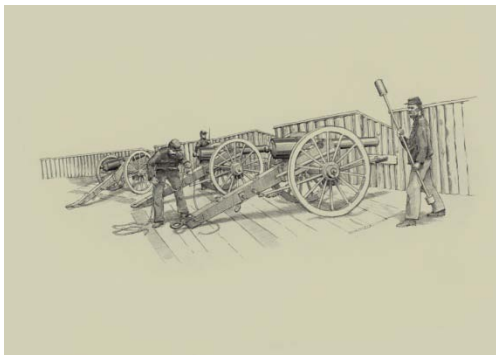
<http://oha.alexandriava.gov/fortward/>



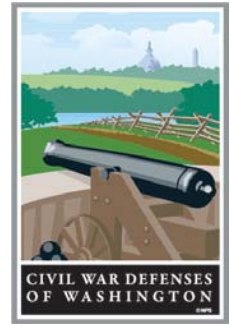
**“Fort DuPont—Engineer Drawing”
National Archives**



Company M, 9th New York Heavy Artillery
William Morris Smith (photographer)
August 1865
Library of Congress



General Background Information on Fort Building



Publishing Information: Cooling III, B.F. and Walton H. Owen II. *Mr. Lincoln's Forts: A Guide to the Civil War Defenses of Washington*. Lanham, MD: The Scarecrow Press, Inc, 2010.

"Building a Defense System" (p. 7-9)

At first, attention went to completing and perfecting the Arlington Heights positions. Initially, redoubts and forts were located to protect strategic points and guard roads. Later, as the engineers found time, filler works were constructed, designed to handle weak or relatively unguarded spaces. The development of the network of fortifications was systematic. Once the sites for the forts had been determined, the stern law of military necessity governed possession of the land. Lines of rifle pits, massive earthworks, and military roads cut not cultivated fields, orchards, and even dwellings, and other structures were ripped down. Despite injustices to local property owners, military authorities felt that the interests of national security dictated such harsh action.

The main forts, placed nearly half a mile apart, had parapets twelve to eighteen feet thick on exposed fronts. Engineers and laborers then surrounded each work with an "abatis" of cut trees, entwined and placed with branches pointed away from the line of defense. The engineers meticulously based their work on D.H. Mahan's *A Treatise on Field Fortifications*...

Proper defense of Alexandria also concerned military authorities. This Virginia port and railroad center was a valuable supply point. Thus, the fortifications south of the Potomac were extended to cover the city. However, no continuous line of rifle pits connected the separate forts, and there were many open intervals in the so-called defense line.

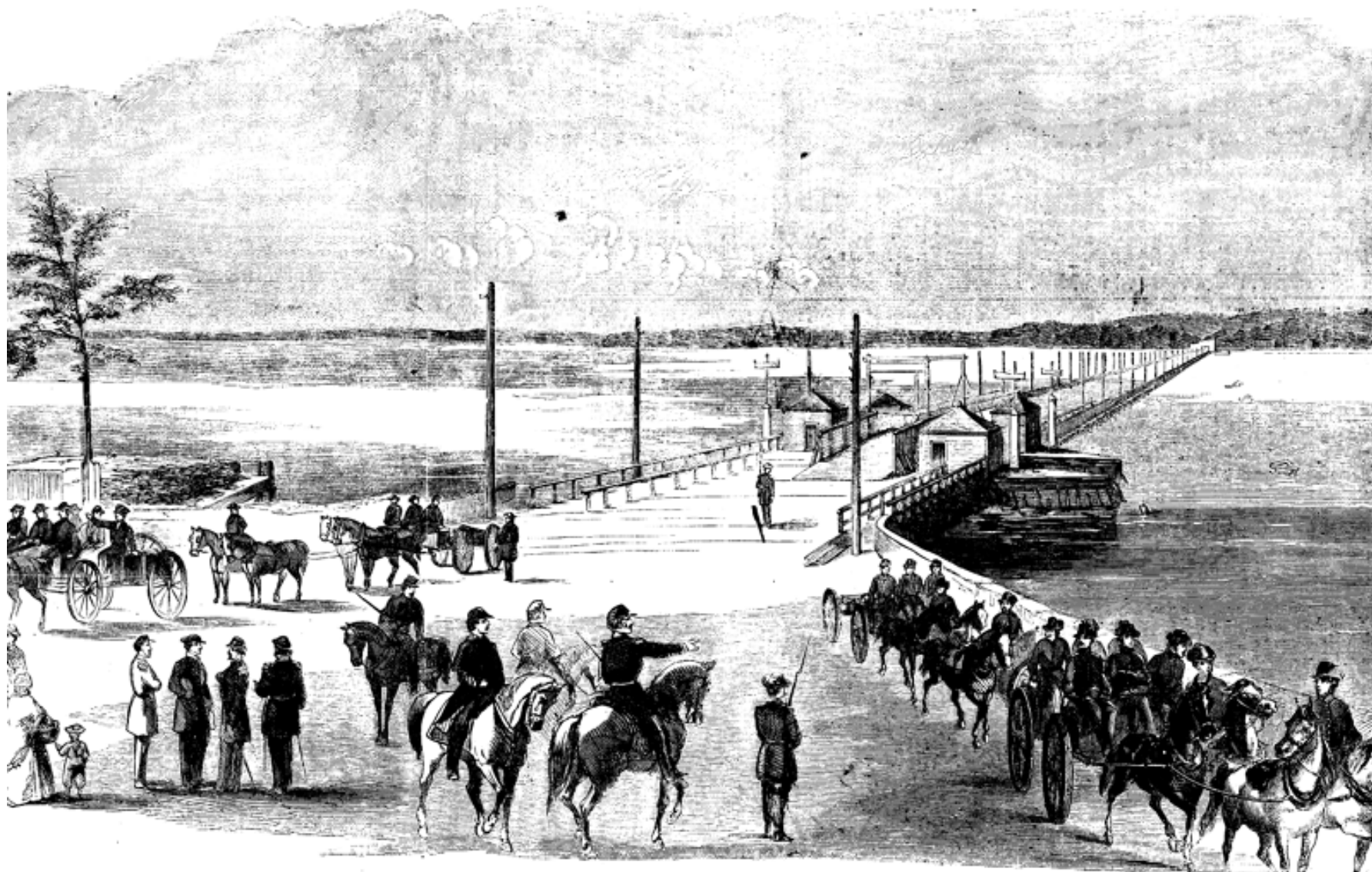
Low water in the Potomac during the late summer and fall of 1861 caused officers charged with the defense construction to reevaluate the urgency of fortifying northern approaches to Washington. As with the early Virginia forts, works north of the Potomac River had been located to command arteries of travel. Fort Pennsylvania (later renamed Fort Reno) was the first work laid out in August. It controlled the turnpike from Rockville leading to Georgetown. Fort Massachusetts (later called Fort Stevens) covered the Seventh Street Road with Forts Slocum and Totten positioned to the east as auxiliary works. Further to the east, Fort Lincoln, on a high elevation above the turnpike to Baltimore, guarded both that artery and a nearby railroad line between the cities. Wide gaps between these works soon filled with supporting fortifications.

Barnard [Major John Gross Barnard] and his small coterie of professionals also built massive fieldworks and auxiliary batteries atop such strategic points as the ridge east of the Anacostia River (or Eastern Branch) and above the "receiving reservoir" of the Aqueduct, Washington's water supply along the Potomac River...

Earthworks

(Civil War Defenses of Washington Interpretive Brochure)

Military earthworks are fortifications constructed from dirt. Inexpensive and readily available, dirt produced very strong structures that could absorb the impact of projectiles better than brick or stone masonry. Soldiers and laborers worked with shovels and picks to build ramparts (walls), parapets (slopes), and bombproofs (shelters) following a standard procedure for construction. A dry moat (trench) and barricade of dead trees called an “abatis” surrounded each fort.

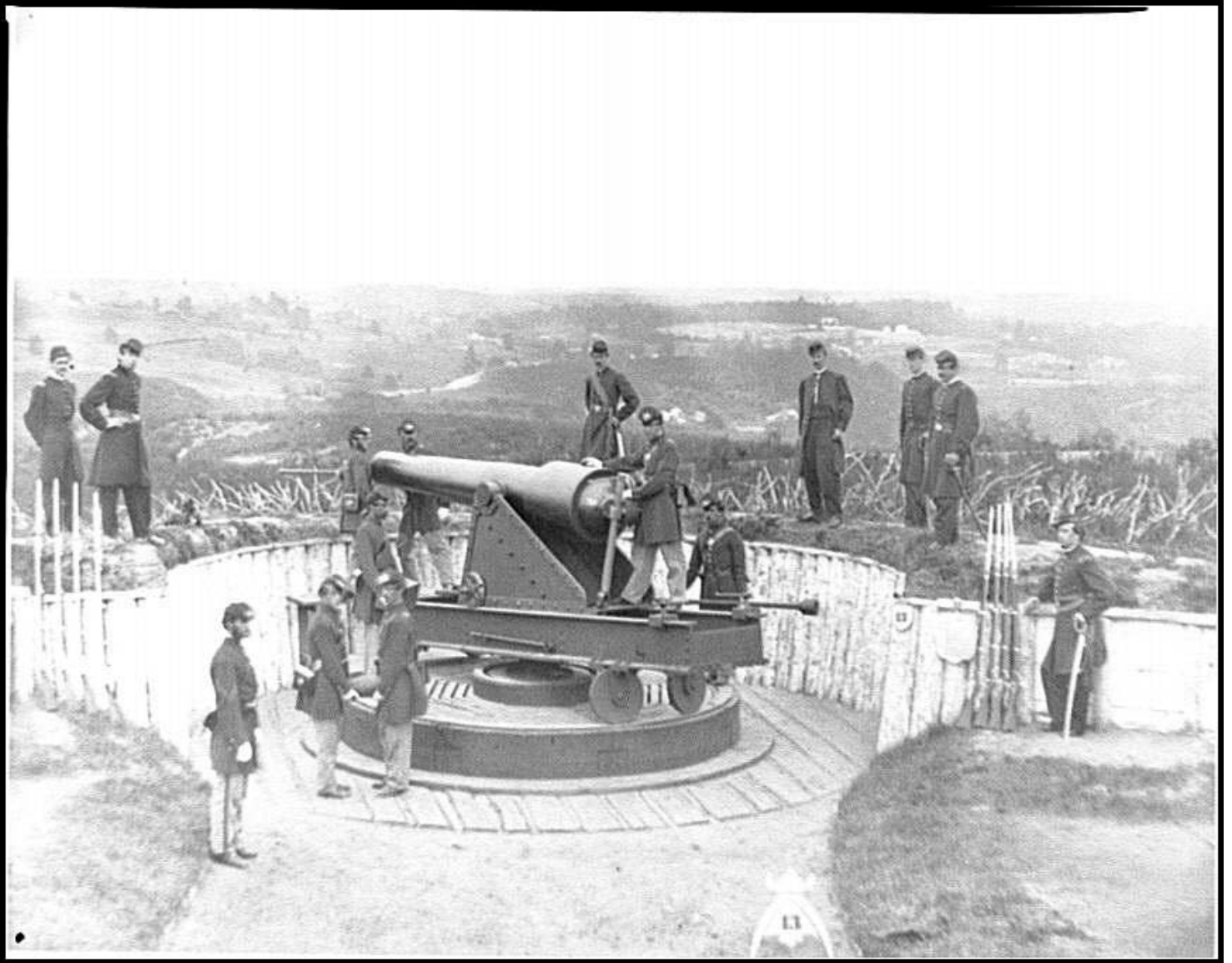


THE LONG BRIDGE LEADING ACROSS THE POTOMAC FROM WASHINGTON TO VIRGINIA, GUARDED BY UNITED STATES ARTILLERY.—[SKETCHED BY OUR SPECIAL ARTIST.]

Harper's Weekly
"The Long Bridge Leading Across the Potomac from Washington to Virginia Guarded by the United States Artillery"
May 1861

Fort Totten Historic Photograph

This historic Fort Totten photograph stresses the significance of topography during the construction of the Civil War Defenses of Washington. Engineers used the various high points of the city to their advantage, placing the longest range artillery at the higher forts.



***Interdisciplinary Curriculum Suggestion:** Collaborate with the science teacher in your grade to create a lesson that incorporates the scientific principles of fort building through geology. Understanding the geological considerations of fort building will help students answer importance historical questions like “Why were the Civil War Defenses of Washington necessary?”



The Washington Star Reports on the Civil War



The Washington Star was the most popular newspaper in Washington during the Civil War period. The articles offer a unique insight into life in Civil War Washington.

Stepp, John W. and I. William Hill, ed. *Mirror of War: The Washington Star reports the Civil War*. Englewood Cliffs, NJ: Prentice-Hall, Incorporated, 1961.

Early Reactions to Succession (p. 16)

“Washington Homefront, December 1860”

WHAT COMPANY C THINKS.—Company C, Washington Light Infantry, Assembled at their armory on Monday evening. The endorsement of certain resolutions previously adopted by companies A and B, of the battalion, expressive of their determination “to stand by the Stars and Stripes so long as a shred remained,” was proposed, upon which a discussion arose, when they were laid on the table by an overwhelming vote, because a clause in the constitution of the company prohibits any political discussion;...and for further and more potent reason that said resolutions were inappropriate under the existing affairs of the nation.

After Sumter: Defense of Washington & Loyalty Oaths (p. 36)

“Washington Homefront, April, 1861”

THE VOLUNTEER MILITARY OF THE CITY MUSTER TO THE DEFENSE ON THEIR HOMES AND FIRESIDES.—As we went to press the volunteer companies were responding to the call of the War Department for volunteers to defend the city of Washington from assault. In the case of some of the companies a portion of the members declined to take the oath required by the Department of all soldiers mustered into the United States service, and the deficit in the ranks of said companies thereby brought them below the standard requirement as to numbers, and they were not received by the Government.

The following is the form of the oath administered to the volunteers who were mustered into the service of the United States yesterday...

“I, _____, do solemnly swear that I will bear true allegiance to the United States of America; and that I will serve them honestly and faithfully against all enemies or opposers whatsoever; that I will obey the orders of the President of the United States, and of the officers appointed over me, according to the rules of the armies of the United States; so help me.”

Editorial Denouncing Secessionists in Washington
(p. 41)

Tuesday, April 16, 1861

“Editorial”

UNACCOUNTABLE.—Nothing could more strongly illustrate the madness which rules the hour than the fact that a considerable number of citizens of Washington, some of them holders of real property, are rabid Secessionists. They know that the object of the leading Secessionists has been and is to destroy the Union forever; they know that the value of their own property and that of their friends and neighbors depends on the preservation; yet all their sympathies are with those who seek not only the ruin of their country, but also their individual ruin. Surely none of them can be so infatuated as to believe that in the event of final separation of the Union into a Southern and Northern Confederacy, Washington will be the eat of government for either. Why then should any true Washingtonian sympathize with the disunion cause? What have they to gain by the ruin of their country and their city? What but ruin to themselves?

Is it not *unaccountable*?

Employment of Women as Nurses
(p. 47)

Tuesday, June 11, 1861

“The News Here.”

EMPLOYMENT OF WOMEN AS NURSES FOR THE ARMY HOSPITALS.—The Secretary of War has addressed a letter to the Surgeon General, in which he says that during the present war, the forces being made up chiefly of volunteers, public sentiment and the humanity of the age require that the services of women as nurses should be made available in the general hospitals, where, except in a very humble capacity, they have heretofore been excluded. As many carefully selected women are in training in various cities of the loyal States, it is the order and wish of the department that women be adopted or substituted for men now in the general hospitals, whenever can be effected, and that only such women as have received previous training for this purpose be accepted as nurses, except when these can no longer be had. And it is ordered that none be received except those who have presented their applications to a lady appointed by the department to preside over the volunteer women nurses, and who shall have sole authority to select and accept nurses, requiring their age to be above thirty, with certificates of character and capacity.

Miss Dix [Organizer of the Women’s Nurse Corps] has been appointed superintendent of the women nurses, with the exclusive authority to accept such as she may deem properly fitted for the serve. The transportation, subsistence, and wages of such nurses as may be accepted here are to be paid from such moneys that would be expended in the wages and support of men nurses, or are derived from the usual resources of hospital services.

Effects of a Large Soldier Population on Washington (p. 53)

“Washington Homefront, June, 1861”

BATHING PLACES.—The soldiers arriving during the hot weather are anxious to find bathing places as soon as possible, in order to relieve themselves of the dust which accumulates upon them in misery until it is removed by a refreshing bath. Unfortunately, many take to the canal for this purpose, ignorant of the fact that it is hardly more than a drain for the most populous portion of the city, into which all the sewers empty; and that by bathing there between sunrise and sunset they are violating the law of the city. A few rods further, near the Washington Monument, is an excellent bathing place, where all may bathe safely; the good swimmer and the beginner may have their own sport, without injury to themselves or shocking the delicacy of anyone, providing they select proper times—the early morning and after sunset.

Effects of a Large Soldier Population on Washington (p. 71)

“Washington Homefront, August, 1861”

THAT PUMP.—The attention of the authorities is called to the condition of the pump on North Capitol street, between B and C, it having been out of order several days, thereby compelling residents of the neighborhood to go several squares to get inferior water. The pump is continually racked by soldiers from the depot in their efforts to get water, and is consequently being rapidly used up.

Baseball Games Continue Even During Wartime, Nationals versus Washingtons (p. 133)

“Washington Homefront, June, 1862”

BASE BALL.—*National vs. Washington.*—The first match game of the season (and the only one Washington ever engaged in) was played yesterday afternoon between the abovenamed clubs, on the finely situated grounds of the National. The game resulted in favor of the Nationals, by a majority of forty runs.

On the part of the Nationals, Ned Hibbs' batting was superb, he making five home runs; while Walden took care of all balls which came in his region, and made several very fine catches.

On the part of the Washingtons, Messrs. Sharets and Marr, as catcher and pitcher, were also second bases, played well. Poetter, as short, was very active, and with McHaren did some fine fielding.

Limited Civilian Movements (p. 148)

“Washington Homefront, September, 1862”

Passes.

No persons are allowed to visit Alexandria without a proper pass.

No civilians are allowed passes to go to the battlefield or to Pope's army.

Passes are required from persons crossing the bridges and ferries.

No huckster wagons are allowed to go to camps over the river without passes.

No liquors are allowed to pass over the river unless with a pass.

**Seizure of Confederate Money in Anacostia (Split Loyalties)
(p. 219)**

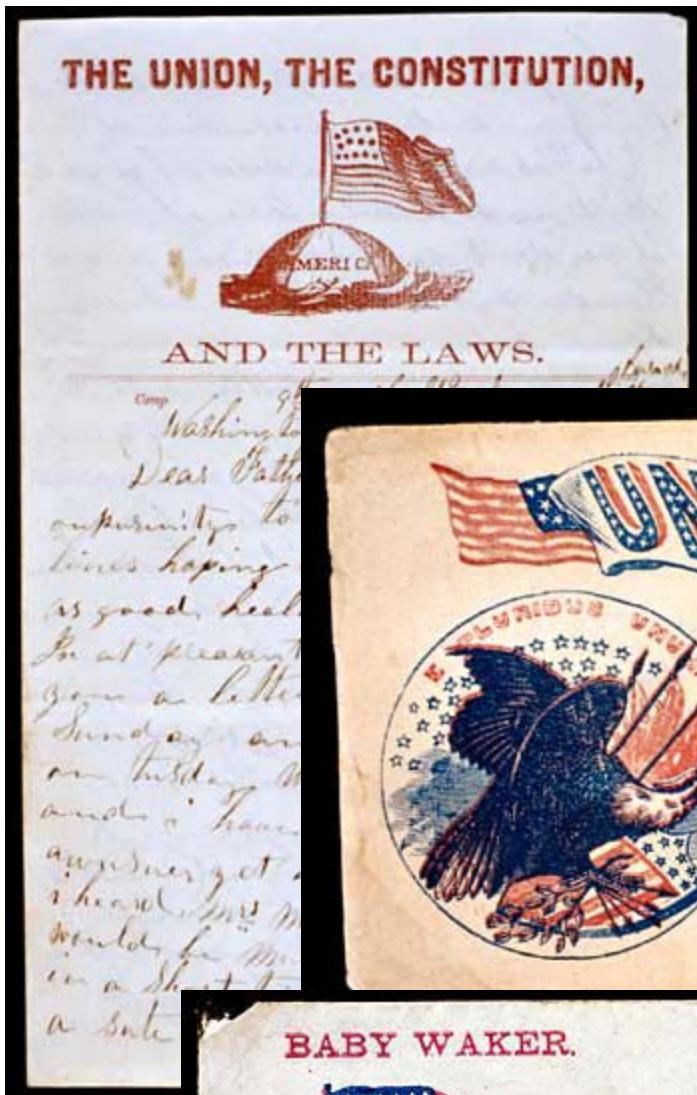
"Washington Homefront, July, 1863"

A GOOD HAUL.—Yesterday about 7 o'clock p.m., as Officer Cline of the first precinct was going the round of his beat, east of the Anacostia, he noticed three men in a stage coach approaching this city. Suspecting that they were not right, he followed them. The guards at the bridge allowed them to pass, but Cline was not satisfied—and pushed on after them and arrested them. He took them to the Provost Marshal, where they gave their names as H. Hamberger, Moses Mann and Wm. Lutzbacher, all Germans, and claim to be merchants. Upon search \$46,000 in Confederate money was found upon them. They are supposed to have been engaged in trading with Richmond, and were returning from a trip. Capt. Todd sent them to the Old Capitol.

Union and Confederate Letterhead

These sample letterheads, as well as specific document information, can be accessed from Civil War at Smithsonian Collections. Note: Letterheads 1-4 are Union and the last is Confederate.

<http://www.civilwar.si.edu/collections.html>







When This Cruel War is Over: The Civil War Letters of Charles Harvey Brewster 10th Massachusetts Volunteers

Publishing Information: Brewster, Charles Harvey. *When This Cruel War is Over: The Civil War Letters of Charles Harvey Brewster*. Edited by David W. Blight. Amherst: The University of Massachusetts Press, 1992.

Background Information on Brewster (p. 5-8): Born and raised in Northampton, Brewster was a relatively unsuccessful, twenty-seven-year-old store clerk and a member of the local militia when he enlisted in Company C of the Tenth Massachusetts Volunteers in April 1861...The Tenth Massachusetts spent the rest of 1861 and the winter of 1862 in Camp Brightwood, on the edge of the District of Columbia. There they joined the Seventh Massachusetts, the Thirty-sixth New York, and the Second Rhode Island as part of "Couch's Brigade." Brewster's letters to the women in his family record not only the ugliness and futility of war—and there is plenty of that—but also the myriad social attitudes, values, and self-perceptions of a relatively ordinary and reflective mid-nineteenth-century white American male...As with literate soldiers in all ages, or with anyone undergoing loneliness and stress, letters became for Brewster both monologues of self-discovery and dialogues with home. Letters were a humanizing element in a dehumanizing environment, evidence that however foreign civilian life might come to appear, something called "home" still existed.

The letters were originally written between 1861 and 1864.

General Camp Life/Interaction with Brightwood Community/Fort Building (p. 30-32)

Sunday August 25th, 1861 (Letter in full)

Today has been beautiful. We arose this morning at 5 oclock and got our Breakfast, had inspection at 9 oclock, after which I was ordered to take the Company down to the Creek to bathe. It is about $\frac{1}{2}$ or $\frac{3}{4}$ of a mile from here. We took our arms, which was rather useless, but tis considered best to have them on all excursions out of the lines. What an idea, going in swimming, and taking Muskets, Powder + Balls, funny, isn't it. The Regiment was paraded this afternoon at 5 oclock for divine service, and marched to a beautiful slope in the shade of a noble Grove of Oaks and chestnuts, where they had preaching, prayers and singing, from Hymn Books which have been furnished by someone. I don't know who It was a grand sight to see they were paraded in line and marched off with the band playing, and without arms, and then to see them seated on the Green Clover with the noble woods for a Back Ground. It is much better than sitting inside the church cramped up in the pew, and then the band played Old Hundred much better than any Organ I ever heard, and the singing sounds better, in fact it is better every way, and it looks as though twas for some purpose, besides showing your good clothes. We don't have to fix up much and parade

before a mirror, all that's necessary is to wash our faces comb the hair, put on a clean gray shirt and fall in, and then there is never anyone late to church to interrupt the service. I don't suppose that the worship of the congregation is any more sincere but then it seems as if Prayers could go up quicker. The inhabitants are getting to think that we are not barbarians and we now have quite a respectable show of ladies of service on Sundays, but they don't look nice as the Northampton girls. They look dowdyish (I believe that's what you call it) they seem to have a great fancy for silk and I have seen them rigged up in old silks that I should think were Anterior to the Revolution, when they would look a great deal better in a clean Calico. I saw a woman in one house doing observing all these things but the fact is, there is a scarcity of topics of thought in this business and anything that furnishes food for the mind we have to seize upon however trivial.

You know how much was said before we came off, and how much we were preached to about the temptation of the camp and how many fears were expressed that twould be the ruin of young men and all that sort of thing. I have yet to see one tenth of the temptations here that there are in civil life, in fact there are hardly any and there can't be as I can see, as all liquor is prohibited, and to be found gambling is to have a court martial, and punishment. The latter is a new order before it was promulgated gambling was very prevalent, but we see none of it now. The men are much more orderly and better behaved than when at home and Sundays are more quiet. I could not but notice this to day, you know we have no work on Sundays except inspection and dress Parade, and to day I walked through the grove and the men were sitting and lying about, some writing some reading, some sleeping, and some in groups talking, but no loud or boisterous noise, and from the tents you would hear singing from the new Hymn Books, and although playing cards is a chief amusement on week day's I saw but one instance of card playing to day of which I tried to make t hem ashamed but did not succeed very well, and there is no law against it. They are in a hurry to get the Batteries done but all work upon it is suspended on the Sabbath. It is very probable we may have to defend some Sunday though but that I suppose would be a work of necessity I think discipline and good order are on the increase every day. Col Briggs is a most excellent Col and is very much liked by all. I think Major Marsh's interest in our co never flags, and we are often indebted to him for extras in the way of vegetables and comforts for the inner man. I received your welcome letter when I got back from the bathing expedition to day I have only one fault with it, it was not half long enough, I am sorry you could not send my Spy Glass but there is another box coming this week. Chas Rogers wife will probably know something about it. I don't know where it is to start from. Our Battery which is the especial pt just now is progressing finally I hear it is to mount 7 24 Pounders 3 10 Pound Rifle Cannon and 3 Columbiads. It is quite a fort and will no doubt be the death of lots of rebels. There goes the Tattoo and I must close for tonight and turn the boys out for roll call I will finish tomorrow if I have anything more to say.

[There is likely a missing page for this letter]

**Contraband Servant
(p. 78)**

Camp Brightwood January 15th 1862 (Letter Excerpt to his mother)

...I have got a "Contraband" he came from Montgomery 13 miles north of here. His master whipped him in the morning for something or other and he took leg bail in the evening and

landed here night before last. He is a bright looking mulatto, 17 years old and says his master paid \$400 for him six years ago. He was the only slave his master had and his master never will have him again if I can help it. I Was on the lookout for a servant as I am allowed \$13 dollars extra for subsistence and \$250 [2.50?] for clothing per month if I have a servant, and it does not cost half that to keep him. I wish I could get some of my old clothes to put on him, especially my old overcoat. I do not suppose you will have any chance to send them, but if you should I wish you would, he is very near my size, but I don't know if it would pay to make a bundle of coat Pants O Coat and vest, of mine and send them along, and then I could rig him up so his master would hardly know him. But I am sleepy and it is hard work writing, when I have no letter to answer so I will bid you good night, with love to Mary and Mattie and respects to all the family, and to all the neighbors from Your loving son.

Charlie

Split Opinion: Slavery Question
(p. 92-93)

“...the whole Regiment is almost in a state of mutiny...”

Thursday Morning, March 5, 1862 (Letter Excerpt to his mother)

...I have nothing to do with any of the trouble except that I refuse to order off my own servant, in this I am not alone, as Capt Walkley of the Westfield Co has done the same thing, the officers are divided into two parties on the question, and most bitter and rancorous feelings have been excited which will never be allayed. I do not know how it will all end but I should not be at all surprised if they made a fuss about it and should prefer charges against me, Capt Parson, Lieut Shurtleff, our one or two others hold the same opinion that I do in the matter. I should hate to have to leave now just as the Regiment is going into active service, but I never will be instrumental in returning a slave to his master in any way shape or manner, I'll die first. Major Marsh [a pro slavery officer in the camp] well knows that the slaves masters are waiting outside of camp ready to snap them up, and it is inhuman to drive them into their hands, if you could have seen strong men crying like children, at the very thought as I did yesterday you would not blame me for standing out about it nor can one blame the men for showing sympathy for them, for they are from Massachusetts and are entirely unused to such scenes, and cannot recognize this property in human flesh and blood. You may wonder where the Col is in all this and I do also. We have all offered to give our servants up if he gives the order, but nobody knows that he ahs given any such order, and he is off camp all the while attending a Court Martial, and the whole thing seems to be the doing of Maj Marsh Lieut Col Decker and Capt Miller, the last has been threatening to have the men sent to the Tortugas for mutiny, and perhaps he can do it, but I doubt it. I must close now and send this to the office in order to get it off by this mornings mail. Please write again as soon as you get this, as I don not know as we shall be in this camp to receive more than one more letter. Give my love to all. I shall write to Mattie some time to day. With much love Your aff son
Charlie



Ohio's "Hundred Days" Men

Publishing Information: Leeke, Jim, ed. *A Hundred Days to Richmond: Ohio's "Hundred Days" Men in the Civil War*. Bloomington, IN: Indiana University Press, 1999.

In the spring of 1864, Ohio's governor John Brough offered the state's militia for 100 days of federal service. These soldiers were ordered east for duty in forts, railways, and prisons, they freed veteran troops to make the last great push to end the war. Many disliked leaving their families, businesses, and farms, but they shouldered their arms and went anyway, hoping to bring an end to the war. Many of these "Hundred Days" men were stationed at the Defenses of Washington and fought in the Battle of Fort Stevens.

Washington City Impressions (Provides an excellent context of Civil War Washington) (p. 48-49)

Wallace W. Chadwick, private, Co. F, 138th Ohio:

May 23rd 1864 (Full Diary Entry)

We are now situated at Fort Tillinghast. How long we may be here I know not. We may move in two or three days, or we may be here a month. It is about six or eight miles from Washington, on the south side of the Potomac. We are in nice barracks at present. I can sit in my bunk and look over part of Washington City.

I have been shaved and had my hair cut and feel all the better for it. I suppose our duties will be arduous here, but not severe. I feel pretty well, except a little soreness of throat from fast marching and then cooling off too quickly. I wonder that some of the boys are not sick, for it was warm, and our march was too long for raw troops.

We left North Mountain last Saturday evening, being brought direct to Washington and from there to this place. We came through Harper's Ferry about nine or ten o'clock in the evening. The moon shone brightly and we had a very nice view of it. It was a grand sight to see a train of over 30 cars crossing the river on a bridge. They had to wind around so that the train was in about three curves at one time, and it passed through a tunnel cut out of solid rock.

We traveled through Maryland. One little town was the most loyal place I have seen since I left home. The women and children were out with flags and handkerchiefs, as though it were some big political meeting. About 20 miles from Washington the country began to look like living, but the soil was very thin and in quality inferior to the best parts of Hamilton County.

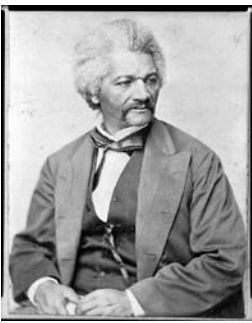
Washington did not meet my expectations by any means. There are a few nice buildings, but the majority cannot come anywhere near Cincinnati. I was through the Capitol yard, a nice grove of several acres, all laid off with nice walks. It is a very beautiful place. The Capitol is a splendid affair, but I think rather too low for the amount of ground it covers. There is one main building with two wings with large pillars cut from solid rock.

Many pieces of sculpture are located in different parts of the building, some of them very nice, but it will be some time before it will be completed, perhaps years.

We marched through the city and crossed on the Long Bridge to this side. We camped in front of the residence and on the lawn of the rebel General Lee. It is the most handsome situation I ever saw, commanding a full view of the Potomac for miles up and down the river, in a natural grove, on Arlington Heights. I send you a couple of flowers we pulled from the flower garden as trophies of the home of the rebel general.

If we stay here any length of time, we will be luckier than some of the boys, for as we passed Martinsburg [West] Virginia, they told us that five regiments of the Guards had gone to Sigel and there were lots of them stationed on the railways in the heart of the enemy's country.

I feel that we are doing good here, as I read in yesterday's paper that in the late fight, where the rebels tried to turn out right flank, two regiments of heavy artillery from these defenses charged the enemy, scattered them, and frustrated a well-conceived plan to break our right flank. While we had no hand in it, if it had not been for the Guards taking their places, they could not have been spared from these forts. So we may have been the means of saving our army from serious losses, though the credit is due those men and not us.



Should the Negro Enlist in the Union Army? [July 6, 1863] National Hall in Philadelphia

Mr. President and Fellow Citizens:

I shall not attempt to follow Judge Kelly and Miss Dickinson in their eloquent and thrilling appeals to colored men to enlist in the service of the United States. They have left nothing to be desired on that point. I propose to look at the subject in a plain and common-sense light. There are obviously two views to be taken of such enlistments – a broad view and a narrow view. The narrow view of the subject is that which respects the matter of dollars and cents. There are among us those who say they are in favor of taking a hand in this tremendous war, but they add they wish to do so on terms of equality with white men. They say if they enter the service, endure all the hardships, perils and suffering – if they make bare their breasts, and with strong arms and courageous hearts confront rebel cannons, and wring victory from the jaws of death they should have the same pay, the same rations, the same bounty and the same favorable conditions in every way afforded to other men.

I shall not oppose this view. There is something deep down in the soul of every man which assents to the justice of the claim made, and honors the manhood and self-respect which insists upon it (*applause*). I say at once, in peace and in war, I am content with nothing for the black man short of equal and exact justice. The only question I have, and the point at which I differ from those who refuse to enlist, is whether the colored man is more likely to attain justice and equality while refusing to assist in putting down this tremendous rebellion than he would be if he should promptly, generously and earnestly give his hand and heart to the salvation of the country in this its day of calamity and peril. Nothing could be more plain, nothing more certain than that the speediest and best possible way open to us to manhood, equal rights and elevation, is that we enter this service. For my own part I hold that if the Government of the United States offered nothing more as an inducement to colored men to enlist, than bare subsistence and arms, considering the moral effect of compliance ourselves, it would be the wisest and best thing for us to enlist (*applause*). There is something ennobling in the possession of arms, and we of all other people in the world stand in need of their ennobling influence.

The case presented in the present war, and the light in which every colored man is bound to view it, may be stated thus. There are two governments struggling now for possession of and endeavoring to bear rule over the United States – one has its capitol in Richmond, and is represented by Mr. Jefferson Davis, and the other has its capitol at Washington and is represented by "Honest Old Abe" (*cheers and continuous applause*). These two governments are today face to face, confronting each other with vast armies and grappling each other

upon many a bloody field, north and south, on the banks of the Mississippi, and under the shadows of the Alleghenies. Now the question for every colored man is, or ought to be, what attitude is assumed by these respective governments and armies towards the rights and liberties of the colored race in this country; which is for us and which is against us! (*Cries of "That's the question"*).

Now, I think there can be no doubt as to what is the attitude of the Richmond or Confederate Government. Wherever else there has been concealment, here all is frank, open, and diabolically straightforward. Jefferson Davis and his government make no secret as to the cause of this war, and they do not conceal the purpose of this war. That purpose is nothing more nor less than to make the slavery of the African race universal and perpetual on this continent. It is not only evident from the history and logic of events, but the declared purpose of the atrocious war now being waged against the country. Some, indeed, have denied that slavery has anything to do with the war, but the very same men who do this, affirm it in the same breath in which they deny it; for they tell you that the Abolitionists are the cause of the war. Now, if the Abolitionists are the cause of the war, they are the cause of it only because they sought the abolition of slavery. View it in any way you please, therefore, the rebels are fighting for the existence of slavery; they are fighting for the privilege, the horrid privilege of sundering the dearest ties of human nature; of trafficking in slaves and the souls of men; for the ghastly privilege of scourging women and selling innocent children (*cries of "That's true"*).

I say this is not the concealed object of the war, but the openly professed and shamelessly proclaimed object of the war. Vice-President Stephens has stated, with the utmost clearness and precision, the difference between the fundamental ideas of the Confederate Government and those of the Federal Government. One is based on the idea that colored men are an inferior race who may be enslaved and plundered forever and to the hearts content of any men of different complexion, while the Federal government recognizes the natural and fundamental equality of all men (*applause*). I say again we all know that this Jefferson Davis government holds out to us nothing but fetters, chains, auction blocks, bludgeons, branding irons and eternal slavery and degradation. If it triumphs in this contest, woe, woe, ten thousand woes, to the black man! Such of us who are free, in all the likelihoods of the case, would be given over to the most excruciating tortures, while the last hope of the long crushed bondman would be extinguished forever (*Sensation*).

Now what is the attitude of the Washington Government toward the colored race? What reason do we have to desire its triumph in the present contest? Mind, I do not ask what was its attitude towards us before this bloody rebellion broke out. I do not ask what was the disposition when it was controlled by the very men who are now fighting to destroy it, when they could no longer control it. I do not even ask what it was two years ago when McClellan shamelessly gave out that in a war between loyal slaves and disloyal masters, he would take the side of the masters against the slaves; when he openly proclaimed his purpose to put down slave insurrections with an iron hand; when glorious Ben Butler (*Cheers and applause*), now stunned into a conversion to anti-slavery principles (which I have every reason to believe sincere), proffered his services to the Governor of Maryland to

suppress a slave insurrection, while treason ran riot in that State, and the warm, red blood of Massachusetts soldiers still stained the pavements of Baltimore.

I do not ask what was the attitude of this Government when many of the officers and men who had undertaken to defend it, openly threatened to throw down their arms and leave the service, if men of color should step forward to defend it, and be invested with the dignity of soldiers. Moreover, I do not ask what was the position of this government when our loyal camps were made slave-hunting grounds, and United States officers performed the disgusting duty of slave dogs to hunt down slaves for rebel masters. These were all dark and terrible days for the Republic. I do not ask you about the dead past. I bring you to the living present. Events more mighty than men, eternal Providence, all-wise and all-controlling, have placed us in new relations to the government and the government to us, what that government is to us today, and what it will be tomorrow, is made evident by a very few facts. Look at them, colored men. Slavery in the district of Columbia is abolished forever; slavery in all the territories of the United States is abolished forever; the foreign slave trade, with its ten thousand revolting abominations, is rendered impossible; slavery in ten States of the Union is abolished forever; slavery in the five remaining States is as certain to follow the same fate as the night is to follow the day. The independence of Haiti is recognized; her Minister sits beside our Prime Minister, Mr. Seward, and dines at his table in Washington, while colored men are excluded from the cars in Philadelphia; showing that a black man's complexion in Washington, in the presence of the Federal Government, is less offensive than in the city of brotherly love. Citizenship is no longer denied us under this government.

Under the interpretation of our rights by Attorney General Bates, we are American citizens. We can import goods, own and sail ships, and travel in foreign countries with American passports in our pockets; and now, so far from there being any opposition, so far from excluding us from the army as soldiers, the President at Washington, the Cabinet and the Congress, the General commanding and the whole army of the nation unite in giving us one thunderous welcome to share with them in the honor and glory of suppressing treason and upholding the Star Spangled banner. The revolution is tremendous, and it becomes us as wise men to recognize the change and to shape our action accordingly (*Cheers and cries of "We will"*).

I hold that the Federal Government was never, in its essence, anything but an anti-slavery government. Abolish slavery tomorrow, and not a sentence or syllable of the Constitution need be altered. It was purposely so framed as to give no claim, no sanction to the claim of property in man. If in its origin slavery had any relation to the government, it was only as the scaffolding to the magnificent structure, to be removed as soon as the building was completed. There is in the Constitution no East, no West, no North, no South, no black, no white, no slave, no slaveholder, but all are citizens who are of American birth.

Such is the government, fellow citizens, you are now called upon to uphold with your arms. Such is the government you are now called upon to co-operate with in burying rebellion and slavery in a common grave (applause). Never since the world began was a

better chance offered to a long enslaved and oppressed people. The opportunity is given us to be men. With one courageous resolution we may blot out the hand-writing of ages against us. Once let the black man get upon his person the brass letters US, let him get an eagle on his button, and a musket on his shoulder, and bullets in his pocket, and there is no power on earth or under the earth which can deny that he has earned the right of citizenship in the United States (*Laughter and applause*). I say again, this is our chance, and woe betide us if we fail to embrace it. The immortal bard hath told us:

There is a tide in the affairs of men, which taken at the flood, leads on to fortune. Omitted, all the voyage of their life is bound in shallows and in miseries. We must take the current when it serves, or lose our ventures.

Do not flatter yourselves, my friends, that you are more important to the government than the government is to you. You stand but as the plank to the ship. This rebellion can be put down without your help. Slavery can be abolished by white men, but liberty so won by the black man, while it may leave him an object of pity, can never make him an object of respect.

Depend upon it. This is no time for hesitation. Do you say you want the same pay that white men get? I believe that the justice and magnanimity of your country will speedily grant it. But will you be overnice about this manner? Do you get as good wages as white men get by being out of the service? Don't you work for less every day than white men get? You know you do. Do I hear you say you want black officers? Very well, and I have not the slightest doubt that in the progress of this war we shall see black officers, black colonels and black generals even. But is it not ridiculous in us in all at once refusing to be commanded by white men in times of war, when we are everywhere commanded by white men in times of peace? Do I hear you say still that you are a son, and want your mother provided for in your absence? – a husband, and want your wife cared for? – a brother, and want your sister secured against want? I honor you for your solicitude. Your mothers, your wives, and your sisters all got to be cared for and an association of gentlemen, composed of responsible white and colored men, is now being organized in this city for this very purpose.

Do I hear you say you offered your services to Pennsylvania and you were refused? I know it, but what of that? The State is not more than the nation. The greater includes the lesser. Because the State refuses, you should all the more readily turn to the United States (*applause*). When the children fall out, they should refer their quarrel to the parent. "You came unto your own and your own received you not." But the broad gates of the United States stand open night and day. Citizenship in the United States will, in the end, secure your citizenship in the State.

Young men of Philadelphia, you are without excuse. The hour has arrived, and your place is in the Union army. Remember that the musket – the United States musket with its bayonet of steel – is better than all mere parchment guarantees of liberty. In your hands that musket means liberty; and should your constitutional rights at the close of this war be

denied, which in the nature of things, it cannot be, your brethren are safe while you have a Constitution which proclaims your right to keep and bear arms (*Immense cheering*).

GENERAL ORDERS, No. 143

WAR DEPARTMENT,
ADJUTANT GENERAL'S OFFICE,
Washington, May 22, 1863.

I -- A Bureau is established in the Adjutant General's Office for the record of all matters relating to the organization of Colored Troops, An officer ,will be assigned to the charge of the Bureau, with such number of clerks as may be designated by the Adjutant General.

II -- Three or more field officers will be detailed as Inspectors to supervise the organization of colored troops at such points as may be indicated by the War Department in the Northern and Western States.

III -- Boards will be convened at such posts as may be decided upon by the War Department to examine applicants for commissions to command colored troops, who, on Application to the Adjutant General, may receive authority to present themselves to the board for examination.

IV -- No persons shall be allowed to recruit for colored troops except specially authorized by the War Department; and no such authority will be given to persons who have not been examined and passed by a board; nor will such authority be given any one person to raise more than one regiment.

V -- The reports of Boards will specify the grade of commission for which each candidate is fit, and authority to recruit will be given in accordance. Commissions will be issued from the Adjutant General's Office when the prescribed number of men is ready for muster into service.

VI -- Colored troops maybe accepted by companies, to be afterward consolidated in battalions and regiments by the Adjutant General. The regiments will be numbered seriatim, in the order in which they are raised, the numbers to be determined by the Adjutant General. They will be designated Regiment of U. S. Colored Troops."

VII -- Recruiting stations and depots will be established by the Adjutant General as circumstances shall require, and officers will be detailed to muster and inspect the troops.

VIII -- The non-commissioned officers of colored troops may be selected and appointed from the best men of their number in the usual mode of appointing non-commissioned officers. Meritorious commissioned officers will be entitled to promotion to higher rank if they prove themselves equal to it.

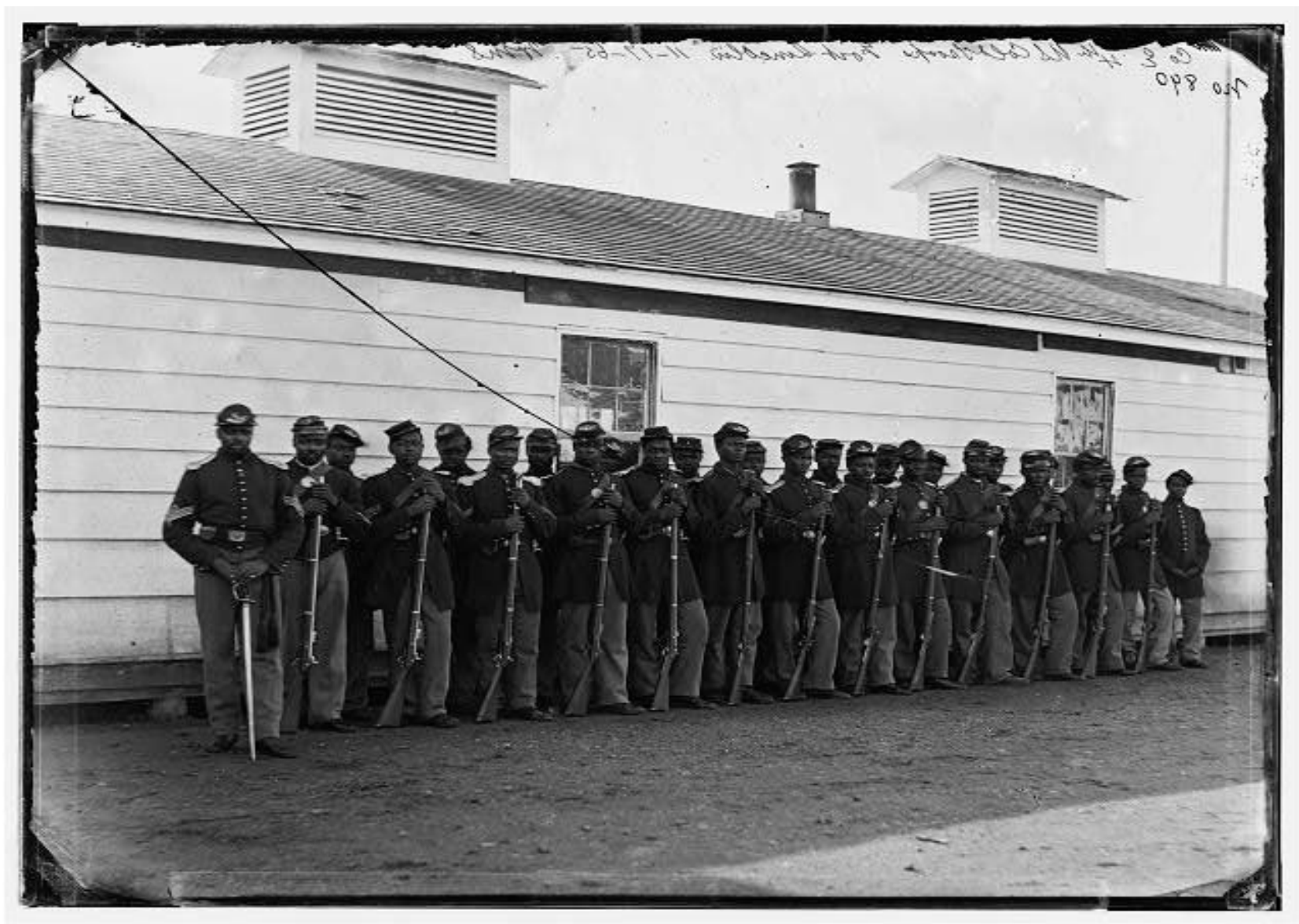
IX -- All personal applications for appointments in colored regiments, or for information concerning them, must be made to the Chief of the Bureau; all written communications should be addressed to the Chief of the Bureau, to the care of the Adjutant General,

BY ORDER OF THE SECRETARY OF WAR:

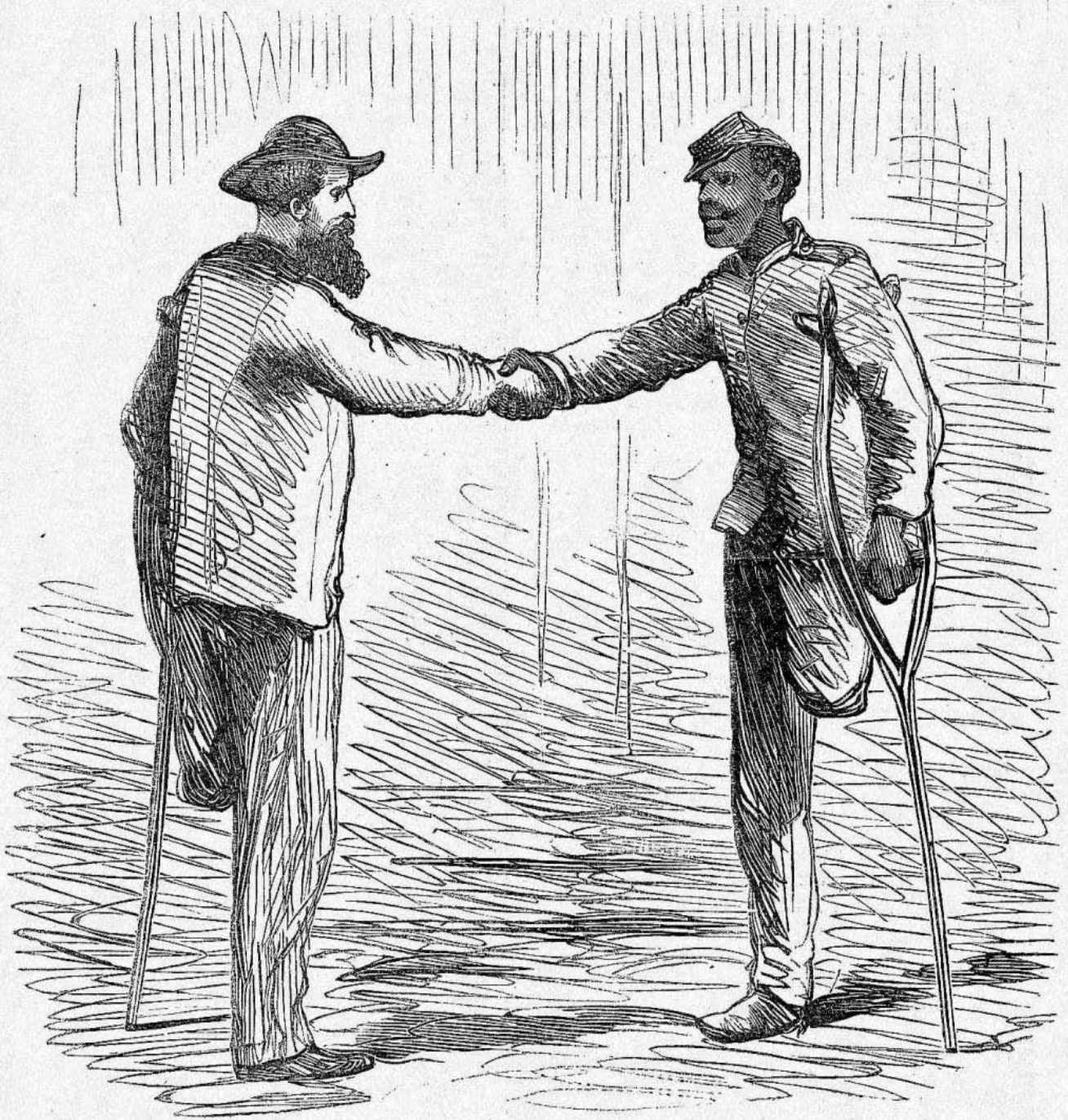
E. D. TOWNSEND,

Assistant Adjutant General.

From NARA: General Order No. 143, May 22, 1863; Orders and Circulars, 1797-1910; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; National Archives.



"District of Columbia, Company E, 4th U.S. Colored Infantry, at Fort Lincoln"
William Morris Smith (photographer)
1863-1866
Library of Congress



A MAN KNOWS A MAN.

“Give me your hand, Comrade! We have each lost a LEG for the good cause; but, thank God, we never lost HEART.”

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Soldier Life: "A Man Knows a Man"
Harper's Weekly
(September 3, 1864)

About this document: This unsigned *Harper's Weekly* cartoon honors the service and recognizes the equal manhood of the black and white soldiers who had served the Union cause during the Civil War.

Although black men volunteered to serve in the Union armed forces as soon as the Civil War began, their service was rejected, ostensibly because of a federal law which prohibited blacks from bearing arms in the United States military (Although the law was enacted in 1792, blacks had served during the War of 1812). Both the eagerness of black volunteers and the refusal to enlist them were based significantly on the assumption that their military service would foster emancipation of the slaves.

At the beginning of the Civil War, President Abraham Lincoln realized the dire necessity of keeping the border states (slave states which did not secede) in the Union, and so he initially rejected attempts to arm blacks or emancipate slaves. That situation had changed by the summer of 1862 as the number of white volunteers dwindled, the number of contrabands (escaped slaves under Union military protection) rose, and the border states became more secure for the Union. In July 1862, Congress authorized the use of black men in the Union military, and President Lincoln informed his cabinet that he would soon proclaim the emancipation of slaves in Confederate territory.

The use of black servicemen, like the Emancipation Proclamation (January 1, 1863), stirred considerable opposition throughout the Union states because of racial prejudice. Black servicemen were segregated from whites in special "colored" units under the leadership of white officers, such as Colonel Robert Gould Shaw of the 54th Massachusetts Colored Infantry. (The United States armed forces were not desegregated until the 1950s.)

At first, black servicemen were also paid less than their white counterparts of equal rank; a net pay of \$7 per month versus \$13. *Harper's Weekly* editor George William Curtis wrote editorials and joined Colonel Shaw, his brother-in-law, to lobby Congress for the equalization of wages. Congress finally complied in June 1864 with an equal pay act, which was made retroactive to cover the previous years of service as well.

A more severe problem was the Confederate policy of treating captured black servicemen and their white commanders more harshly than captured white troops. This prompted President Lincoln's threat of reprisals against Confederate prisoners of war. It may have constrained some of the more outrageous behavior by the Confederates, but the unequal treatment of black servicemen continued. The Confederacy's refusal to acknowledge captured black servicemen as legitimate prisoners of war undermined prisoner-of-war exchanges.

Almost 200,000 black men served as soldiers, sailors, or laborers for the Union forces during the Civil War. Racial prejudice meant that black men were underutilized in combat, but they still made major contributions in battles such as Milliken's Bend and Port Hudson, Louisiana; Nashville, Tennessee; and, Petersburg, Virginia. The unsuccessful but heroic assault on Fort Wagner, South Carolina, by the 54th Massachusetts Colored Infantry is memorialized in a monument at Boston Commons and the 1989 film *Glory*. Nearly 80

black men were commissioned as officers during the Civil War, and 16 black soldiers were awarded the Medal of Honor. Some black women, although not formally part of the armed forces, assisted the Union cause as nurses, scouts, or spies, including Harriet Tubman, a scout for the 2nd South Carolina Volunteers.

Throughout history, military service, especially in battle, was often seen as a rite of passage that turned boys into men. Physical scarring or maiming served as the visible symbol of manhood tested and earned through combat. The message of this cartoon, appearing at the end of the Civil War, is that white and black Union soldiers have made the same sacrifice and are equal in their manhood. It can be inferred that, for the artist, the equality of manhood encompasses the economic right to work as free men and to provide for their families. The artist's intent on the more difficult questions of political and social equality is uncertain, although such racial equality was advocated by Curtis on the editorial page.

This document and description can be accessed through the American Political Prints 1766-1876 Archive provided by Harper's Weekly and Library of Congress.

<http://loc.harpweek.com/>



The Washington Star Reports on the Civil War



The Washington Star was the most popular newspaper in Washington during the Civil War period. The articles offer a unique insight into life in Civil War Washington.

Stepp, John W. and I. William Hill, ed. *Mirror of War: The Washington Star reports the Civil War*. Englewood Cliffs, NJ: Prentice-Hall, Incorporated, 1961.

Early Reactions to Succession (p. 16)

“Washington Homefront, December 1860”

WHAT COMPANY C THINKS.—Company C, Washington Light Infantry, Assembled at their armory on Monday evening. The endorsement of certain resolutions previously adopted by companies A and B, of the battalion, expressive of their determination “to stand by the Stars and Stripes so long as a shred remained,” was proposed, upon which a discussion arose, when they were laid on the table by an overwhelming vote, because a clause in the constitution of the company prohibits any political discussion;...and for further and more potent reason that said resolutions were inappropriate under the existing affairs of the nation.

After Sumter: Defense of Washington & Loyalty Oaths (p. 36)

“Washington Homefront, April, 1861”

THE VOLUNTEER MILITARY OF THE CITY MUSTER TO THE DEFENSE ON THEIR HOMES AND FIRESIDES.—As we went to press the volunteer companies were responding to the call of the War Department for volunteers to defend the city of Washington from assault. In the case of some of the companies a portion of the members declined to take the oath required by the Department of all soldiers mustered into the United States service, and the deficit in the ranks of said companies thereby brought them below the standard requirement as to numbers, and they were not received by the Government.

The following is the form of the oath administered to the volunteers who were mustered into the service of the United States yesterday...

“I, _____, do solemnly swear that I will bear true allegiance to the United States of America; and that I will serve them honestly and faithfully against all enemies or opposers whatsoever; that I will obey the orders of the President of the United States, and of the officers appointed over me, according to the rules of the armies of the United States; so help me.”

Editorial Denouncing Secessionists in Washington **(p. 41)**

Tuesday, April 16, 1861

“Editorial”

UNACCOUNTABLE.—Nothing could more strongly illustrate the madness which rules the hour than the fact that a considerable number of citizens of Washington, some of them holders of real property, are rabid Secessionists. They know that the object of the leading Secessionists has been and is to destroy the Union forever; they know that the value of their own property and that of their friends and neighbors depends on the preservation; yet all their sympathies are with those who seek not only the ruin of their country, but also their individual ruin. Surely none of them can be so infatuated as to believe that in the event of final separation of the Union into a Southern and Northern Confederacy, Washington will be the eat of government for either. Why then should any true Washingtonian sympathize with the disunion cause? What have they to gain by the ruin of their country and their city? What but ruin to themselves?

Is it not *unaccountable*?

Employment of Women as Nurses **(p. 47)**

Tuesday, June 11, 1861

“The News Here.”

EMPLOYMENT OF WOMEN AS NURSES FOR THE ARMY HOSPITALS.—The Secretary of War has addressed a letter to the Surgeon General, in which he says that during the present war, the forces being made up chiefly of volunteers, public sentiment and the humanity of the age require that the services of women as nurses should be made available in the general hospitals, where, except in a very humble capacity, they have heretofore been excluded. As many carefully selected women are in training in various cities of the loyal States, it is the order and wish of the department that women be adopted or substituted for men now in the general hospitals, whenever can be effected, and that only such women as have received previous training for this purpose be accepted as nurses, except when these can no longer be had. And it is ordered that none be received except those who have presented their applications to a lady appointed by the department to preside over the volunteer women nurses, and who shall have sole authority to select and accept nurses, requiring their age to be above thirty, with certificates of character and capacity.

Miss Dix [Organizer of the Women’s Nurse Corps] has been appointed superintendent of the women nurses, with the exclusive authority to accept such as she may deem properly fitted for the serve. The transportation, subsistence, and wages of such nurses as may be accepted here are to be paid from such moneys that would be expended in the wages and support of men nurses, or are derived from the usual resources of hospital services.

Effects of a Large Soldier Population on Washington (p. 53)

“Washington Homefront, June, 1861”

BATHING PLACES.—The soldiers arriving during the hot weather are anxious to find bathing places as soon as possible, in order to relieve themselves of the dust which accumulates upon them in misery until it is removed by a refreshing bath. Unfortunately, many take to the canal for this purpose, ignorant of the fact that it is hardly more than a drain for the most populous portion of the city, into which all the sewers empty; and that by bathing there between sunrise and sunset they are violating the law of the city. A few rods further, near the Washington Monument, is an excellent bathing place, where all may bathe safely; the good swimmer and the beginner may have their own sport, without injury to themselves or shocking the delicacy of anyone, providing they select proper times—the early morning and after sunset.

Effects of a Large Soldier Population on Washington (p. 71)

“Washington Homefront, August, 1861”

THAT PUMP.—The attention of the authorities is called to the condition of the pump on North Capitol street, between B and C, it having been out of order several days, thereby compelling residents of the neighborhood to go several squares to get inferior water. The pump is continually racked by soldiers from the depot in their efforts to get water, and is consequently being rapidly used up.

Baseball Games Continue Even During Wartime, Nationals versus Washingtons (p. 133)

“Washington Homefront, June, 1862”

BASE BALL.—*National vs. Washington.*—The first match game of the season (and the only one Washington ever engaged in) was played yesterday afternoon between the abovenamed clubs, on the finely situated grounds of the National. The game resulted in favor of the Nationals, by a majority of forty runs.

On the part of the Nationals, Ned Hibbs' batting was superb, he making five home runs; while Walden took care of all balls which came in his region, and made several very fine catches.

On the part of the Washingtons, Messrs. Sharets and Marr, as catcher and pitcher, were also second bases, played well. Poetter, as short, was very active, and with McHaren did some fine fielding.

Limited Civilian Movements (p. 148)

“Washington Homefront, September, 1862”

Passes.

No persons are allowed to visit Alexandria without a proper pass.

No civilians are allowed passes to go to the battlefield or to Pope's army.

Passes are required from persons crossing the bridges and ferries.

No huckster wagons are allowed to go to camps over the river without passes.

No liquors are allowed to pass over the river unless with a pass.

**Seizure of Confederate Money in Anacostia (Split Loyalties)
(p. 219)**

"Washington Homefront, July, 1863"

A GOOD HAUL.—Yesterday about 7 o'clock p.m., as Officer Cline of the first precinct was going the round of his beat, east of the Anacostia, he noticed three men in a stage coach approaching this city. Suspecting that they were not right, he followed them. The guards at the bridge allowed them to pass, but Cline was not satisfied—and pushed on after them and arrested them. He took them to the Provost Marshal, where they gave their names as H. Hamberger, Moses Mann and Wm. Lutzbacher, all Germans, and claim to be merchants. Upon search \$46,000 in Confederate money was found upon them. They are supposed to have been engaged in trading with Richmond, and were returning from a trip. Capt. Todd sent them to the Old Capitol.

**Elizabeth “Aunt Betty” Thomas
The Original Owner of Fort Stevens**



Aunt Betty's Story

Excerpt from Washington, John E. *They Knew Lincoln*. New York: E.P. Dutton & Co., Inc., 1942.

(pages 161-163)

Not far from the Fort Stevens area was a locality known as Vinegar Hill where many colored people of German and Indian mixtures had built their homes. It was with sadness that they witnessed the destruction of their homes and barns to make room for breastworks.

Below this vicinity between 16th Street and what is now Georgia Avenue, in Brightwood, was a large tract of eighty-eight acres belonging to a colored woman. Elizabeth Thomas. It was a most beautiful spot and practically controlled the entrance to the city and was the most important location of all. A large part of this was taken to build Fort Stevens. It was needed and needed badly. The cattle, pigs and chickens were needed to feed the soldiers and the buildings were in the way and must go. While patriotic to the cause, this old colored woman did not like giving up her all, especially when there was no hope of ever getting the property restored. She resisted the army's action and finally was forcibly removed from her home by having it torn down over her head, and they piled her furniture around her under an old sycamore tree. She had a six months' old baby named Maria in her arms. Fight as she might for her home, she found that she could do nothing, and exhausted, with her child in her arms, sat down to rest under the sycamore tree, which is still standing. Here she saw all of her life's savings destroyed. The officers who had handled the situation with as much diplomacy as possible, finally called in the assistance of President Lincoln, who had visited the spot several times before and on each occasion had been quite friendly with the old colored woman.

Bending affectionately over her, Lincoln listened to her pleas for her home. Then he said, "It is hard, but you shall reap a great reward." When Lincoln told her that when the battle was over, he would see that she was paid for all her stock that was taken away and that her home would be restored, she readily consented to go with him to her barn, which the soldiers had turned into a house, and put her furniture in it.

She loved Lincoln, and believed so much in his word that when the "Rebs" came she cooked for the Union troops, and between times helped with the ammunition which was stored in the stone basement of her old home. During the battle she even had her old shotgun by her side, to kill any "Rebs" who tried to hurt Lincoln. You know in those days the gun was a handy instrument in the hands of every colored man or woman. Now she forgot self and home and was fighting for Lincoln, for she had contributed her all to prevent the capture of Washington.

During my boyhood days [John E. Washington, author] we often went out to Mrs. Thomas' in Brightwood to have school picnics and some teachers boarded all of the summer with her. She certainly liked to tell her story about Lincoln.

Regularly as clockwork each year, the members of the Grand Army of the Republic, who had taken part in the battle, held their reunions on Mrs. Thomas' porch and about the house, which had been restored, and here they all told stories of the fight...

(pages 164-165)

When the boulder was dedicated on the spot on her farm where Lincoln stood in the battle, Mrs. Thomas was the main guest of honor and accompanying picture by a newspaper photographer shows her in the stand with the speakers.

Miss Eva Chase and Miss Rachel Bell were two teachers who spent twelve summers regularly with her as boarders. They were great Republican women and G.A.R. workers and attempted to write the story of her life. I [John E. Washington, author] felt real lucky, some time ago, when the surviving one, Miss Bell, who had known me for year, stated that they had collected much valuable material on Mrs. Thomas, and were going to write an article on her, but now that I was writing on the people who loved Lincoln, and Aunt Betty certainly was one, she was going to give me everything on Mrs. Thomas that she had. She kept her promise and from these clippings, notes and photographs. I have written the following account after conferring with her grandson "Billy" Grant.



"Family Photograph"
Between 1913-1918
Alice Jackson Stuart Family Trust
John Washington (center with cane)



John M. Washington: Emancipation Narrative Excerpts

Publishing information for this excerpt: Blight, David. *Two Men Who Escaped to Freedom: Including Their Own Narratives of Emancipation*. New York: Harcourt, Incorporated, 2007.

Note: The excerpts are preserved in their raw, original form with virtually no changes to the grammar and spelling.

“Memorys of the Past”

Background/“Passing” (p. 165)

I was born (in Fredericksburg Virginia: May 20th 1838.) a slave to one Thomas P. Ware Sr. who I never had the pleasure of knowing; (I suppose it might have been a doubtful pleasure.) as he died before I was born.

When I was about 2 years of age My Mother (who was also a slave) was hired to one Richard L. Brown in Orange County Virginia. about 37 Miles from Fredericksburg, and I was taken along with her. But I will not promise to Narate the incidents of that Journey as I did not keep a Diary at that age in a slave state. My reccolections of my early childhood has been no doubt the most pleasant of my life. My mother taught me to spell at a very early age (between 4 years and 3)-----

When at this time of Life I look back to that time and, all its most vivid reccolections I see myself a small light haired boy (very often passing easily for a white boy.) playing mostly with the white children on the farm, in summer Evening amoung the sweet scented cloverfields after the Butterflies Wading the Brooks and with pin hook and Line startling the spring troute.

Safe in the Lines (p. 192-193)

As soon as the Officer had left the Constables was told to order the Negroes home which they did, but while we dispersed from thereabouts a great many did not go home Just then. I hastened off in the direction of home and after making a circuitous route I, in company with James Washington, my first cusin and another free colord man left the town near the woollen mills and proceed up the road leading to Falmouth our object being to get right oppisite the “Union Camp” and listen to the great number of “Bands” then playing those tuching tunes, “the Star Spangled Banner”, “Red, White and Blue”, &c.

We left the road just before we got to “Flicklin’s Mill”, and walked down to the river. The long line of sentnels on the other side doing duty colose to the water’s Edge.

Very soon one, of a party of soldiers, in a boat call out to the crowd standing arround me do any of you want to come over—Everybody “said no,” I hallowed out, “Yes I want to come over,” “all right—Bully for you” was the response. and they was soon over to our side.

I greeted them gladly and stepped into their Boat, as soon as James saw my determination to go he joined me and the other young man who had come along with us—

After we had landed on the other side, a large crowd of the soliders off duty, gathered around us and asked all kinds of questions in reference to the where abouts of the “Rebels” I had stuffed my pockets full of rebel newspapers and, I distributed them around as far as they would go greatly to the delight of the men, and by this act won their good opinions right away. I told them I was most happy to see them all that I had been looking for them for a long time. Just here “one of them asked me I geuss you ain,t a “Secessish,” then, me “said I know why colord people aint secesssh, “Why you aint a colord man are you. “Said he,” Yes Sir I am “I replied,” and a slave all of my life—All of them seemed to utterly astonished. “do you want to be free inquired one” by all means “I answered.” Where Is your Master?” said another: In the Rebel Navy, “I said” well you don’t belong to any body then. “said several all at once.” The District of Columbia is free now. Emancipated 2 Days ago I did not know what to say for I was dumb with joy and could only thank God and laugh.

They insisted upon my going up to their camp on the Hill, and continued to ask all kind of questions about the “Rebs.” I was conducted all over their camp and shown Every thing that could interest me most kind of attention was shown by a Corporal in Company H 21st New York State Volenteers.

(p. 194-195)

Before morning I had began to fee like I had truly Escaped from the hand of the slaves master and with the help of God, I never would be a slave no more. I felt for the first time in my life that I could now claim Every cent that I should work for as my own. I began now to feel that life had a new joy awaiting me. I might now go and come when I please So I wood remain with the army until I got Enough money to travel further North This was the First Night of my Freedom. It was good Friday indeed the Best Friday I had never seen Thank God...

(p. 211-212)

...I then came back and arrived safe at 6th Street Wharf in Washington D.C on the night of September 1st 1862 in a hard rain.

My grandmother, Aunt and her 4 Children slept on the 14th St that night and next morning walked to Georgetown where we had friends My grandmother Aunt and the children soon found some place to stay, and I obtained board at Mrs Boons at \$250 [\$2.50?] per week. My next object was to obtain work in order that I might pay my board and get a change of clothing for I was sadly in need of them. I had no trade then and knew not what to do. But soon learned to turn my hand to most any thing light. There was a plenty of heavy work. Such loading and unloading vessels and steams but that was mostly to heavy for me as I was not very strong but finally obtained a place Bottling Liquor for Dodge &c at \$125 [\$1.25/] per day which lasted for some time.



Elizabeth Keckley: The Contraband Relief Society

People often associate the name Elizabeth Keckley with Mary Todd Lincoln, as she served for many years as the first lady's seamstress. However, she also established the Contraband Relief Society in Washington, D.C. Nearly forty thousand refugee freedmen or "contrabands," as they were referred to during the time period, settled in Washington. Many of these contrabands established freedmen's villages near the Defenses of Washington, such as Fort Reno in Tenleytown, for its protective qualities.

Elizabeth Keckley was once a bondswoman herself born in Dinwiddie, Virginia but freed in St. Louis. Her marked burial site at Harmony National Memorial Park in Largo, Maryland is currently under consideration by the National Park Service's National Underground Railroad Network to Freedom for her work with the Contraband Relief Society. The Network is a significant but distinct part of the NPS' National Underground Railroad Network to Freedom Program. It is a diverse collection of elements comprised of historic sites, facilities and programs that have a verifiable association to the Underground Railroad. Individuals and organizations themselves are not eligible for the Network, but rather they can nominate the sites, programs and facilities that they work with. The Network incorporates a broad range of listings that have been nominated and evaluated for their association to the Underground Railroad and have met certain established criteria.

Inclusion in the Network does not guarantee that a threatened site will be protected or that preservation will occur. Nor does it guarantee that a program or facility will receive financial assistance for planning or development. However, by including an element in the Network, the NPS acknowledges its verifiable association to the Underground Railroad. This recognition may be used by advocates to draw support for their preservation and commemorative efforts.

Each listing in the Network is authorized to display the Network logo, which will tell the public and all interested entities that the NPS has evaluated the site, program, or facility and acknowledges its significant contribution to the Underground Railroad story.

Publishing Information for this excerpt: Keckley, Elizabeth. *Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House*. New York: G.W. Carleton & Co., 1868.

Contraband Relief Society (p. 112-116)

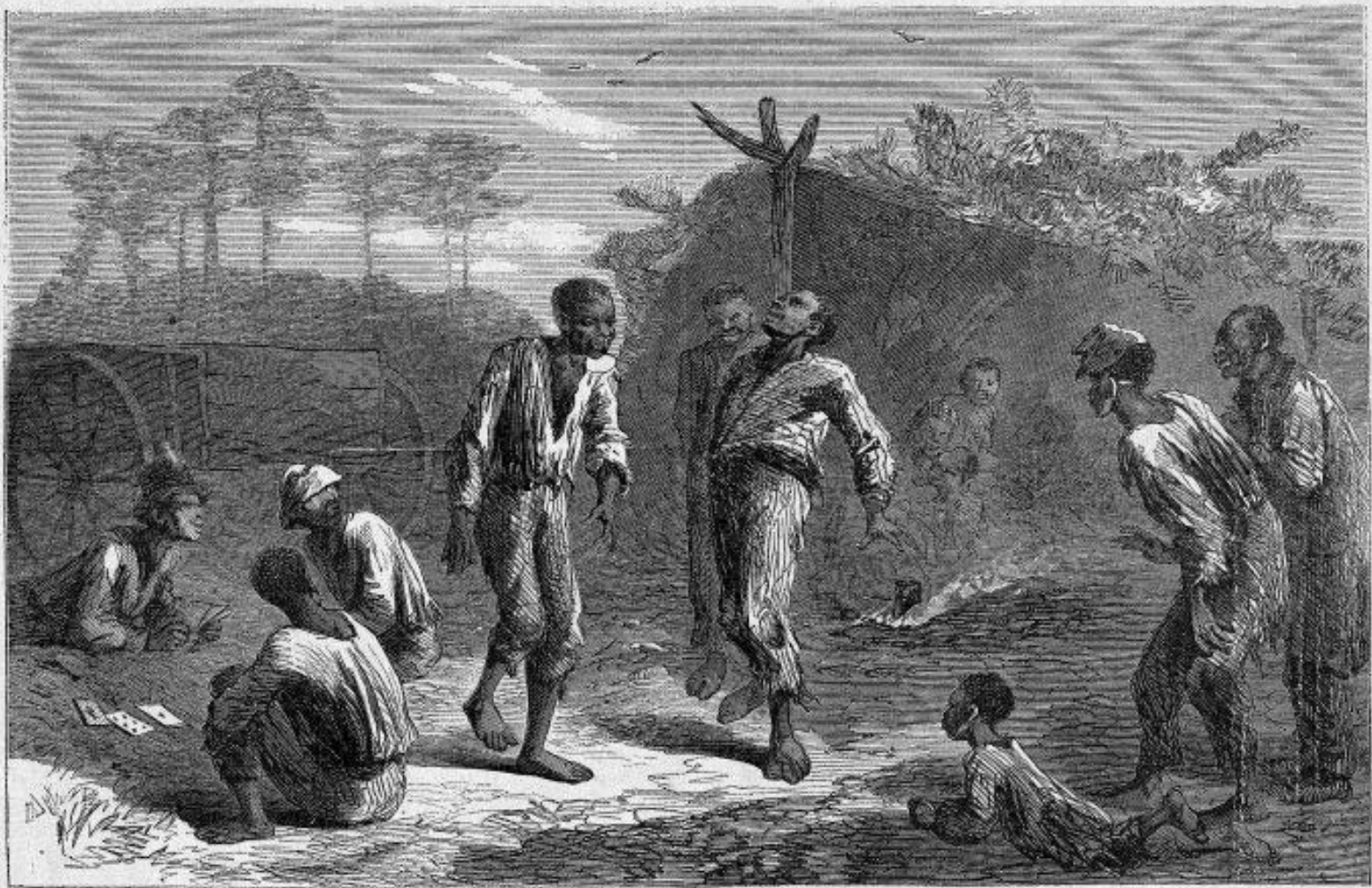
IN the summer of 1862, freedmen began to flock into Washington from Maryland and Virginia. They came with a great hope in their hearts, and with all their worldly goods on their backs. Fresh from the bonds of slavery, fresh from the benighted regions of the plantation, they came to the Capital looking for liberty, and many of them not knowing it when they found it. Many good friends reached forth kind hands, but the North is not warm

and impulsive. For one kind word spoken, two harsh ones were uttered; there was something repelling in the atmosphere, and the bright joyous dreams of freedom to the slave faded--were sadly altered, in the presence of that stern, practical mother, reality. Instead of flowery paths, days of perpetual sunshine, and bowers hanging with golden fruit, the road was rugged and full of thorns, the sunshine was eclipsed by shadows, and the mute appeals for help too often were answered by cold neglect. Poor dusky children of slavery, men and women of my own race--the transition from slavery to freedom was too sudden for you! The bright dreams were too rudely dispelled; you were not prepared for the new life that opened before you, and the great masses of the North learned to look upon your helplessness with indifference--learned to speak of you as an idle, dependent race. Reason should have prompted kinder thoughts. Charity is ever kind.

One fair summer evening I was walking the streets of Washington, accompanied by a friend, When a band of music was heard in the distance. We wondered what it could mean, and curiosity prompted us to find out its meaning. We quickened our steps, and discovered that it came from the house of Mrs. Farnham. The yard was brilliantly lighted, ladies and gentlemen were moving about, and the band was playing some of its sweetest airs. We approached the sentinel on duty at the gate, and asked what was going on. He told us that it was a festival given for the benefit of the sick and wounded soldiers in the city. This suggested an idea to me. If the white people can give festivals to raise funds for the relief of suffering soldiers, why should not the well-to-do colored people go to work to do something for the benefit of the suffering blacks? I could not rest. The thought was every present with me, and the next Sunday I made a suggestion in the colored church, that a society of colored people be formed to labor for the benefit of the unfortunate freedmen. The idea proved popular, and in two weeks "the Contraband Relief Association" was organized, with forty working members.

In September of 1862, Mrs. Lincoln left Washington for New York, and requested me to follow her in a few days, and join her at the Metropolitan Hotel. I was glad of the opportunity to do so, for I thought that in New York, I would be able to do something in the interests of our society. Armed with credentials, I took the train for New York, and went to the Metropolitan, where Mrs. Lincoln had secured accommodations for me. The next morning I told Mrs. Lincoln of my project; and she immediately headed my list with a subscription of \$200. I circulated among the colored people, and got them thoroughly interested in the subject, when I was called to Boston by Mrs. Lincoln, who wished to visit her son Robert, attending college in that city. I met Mr. Wendell Phillips, and other Boston philanthropists, who gave me all the assistance in their power. We held a mass meeting at the Colored Baptist Church, Rev. Mr. Grimes, in Boston, raised a sum of money, and organized there a branch society. The society was organized by Mrs. Grimes, wife of the pastor, assisted by Mrs. Martin, wife of Rev. Stella Martin. This branch of the main society, during the war, was able to send us over eight large boxes of goods, contributed exclusively by the colored people of Boston. Returning to New York, we held a successful meeting at the Shiloh Church, Rev. Henry Highland Garnet, pastor. The Metropolitan Hotel, at that time as now, employed colored help. I suggested the object of my mission to Robert Thompson, Steward of the Hotel, who immediately raised quite a sum of money among the dining-room waiters. Mr. Frederick Douglass contributed \$200, besides lecturing for us. Other prominent colored men sent in liberal contributions. From England

The Sheffield Anti-Slavery Society of England contributed through Mr. Frederick Douglass, to the Freedmen's Relief Association, \$24.00; Aberdeen Ladies' Society, \$40.00; Anti-Slavery Society of Edinburgh, Scotland, \$48.00; Friends at Bristol, England, \$176.00; Birmingham Negro's Friend Society, \$50.00. Also received through Mr. Charles R. Douglass, from the Birmingham Society, \$33.00, a large quantity of stores was received. Mrs. Lincoln made frequent contributions, as also did the President. In 1863 I was re-elected president of the Association, which office I continue to hold.



CAMP OF NEGRO REFUGEES.—[SKETCHED BY THEODORE R. DAVIS.]

Harper's Weekly
"Camp of Negro Refugees"
Theodore R. Davis
July 1, 1865



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“Washington Homefront, April, 1861”

THE VOLUNTEER MILITARY OF THE CITY MUSTER TO THE DEFENSE ON THEIR HOMES AND FIRESIDES.—As we went to press the volunteer companies were responding to the call of the War Department for volunteers to defend the city of Washington from assault. In the case of some of the companies a portion of the members declined to take the oath required by the Department of all soldiers mustered into the United States service, and the deficit in the ranks of said companies thereby brought them below the standard requirement as to numbers, and they were not received by the Government.

The following is the form of the oath administered to the volunteers who were mustered into the service of the United States yesterday...

“I, _____, do solemnly swear that I will bear true allegiance to the United States of America; and that I will serve them honestly and faithfully against all enemies or opposers whatsoever; that I will obey the orders of the President of the United States, and of the officers appointed over me, according to the rules of the armies of the United States; so help me.”

Editorial Denouncing Secessionists in Washington
(p. 41)

Tuesday, April 16, 1861

“Editorial”

UNACCOUNTABLE.—Nothing could more strongly illustrate the madness which rules the hour than the fact that a considerable number of citizens of Washington, some of them holders of real property, are rabid Secessionists. They know that the object of the leading Secessionists has been and is to destroy the Union forever; they know that the value of their own property and that of their friends and neighbors depends on the preservation; yet all their sympathies are with those who seek not only the ruin of their country, but also their individual ruin. Surely none of them can be so infatuated as to believe that in the event of final separation of the Union into a Southern and Northern Confederacy, Washington will be the eat of government for either. Why then should any true Washingtonian sympathize with the disunion cause? What have they to gain by the ruin of their country and their city? What but ruin to themselves?

Is it not *unaccountable*?

Employment of Women as Nurses
(p. 47)

Tuesday, June 11, 1861

“The News Here.”

EMPLOYMENT OF WOMEN AS NURSES FOR THE ARMY HOSPITALS.—The Secretary of War has addressed a letter to the Surgeon General, in which he says that during the present war, the forces being made up chiefly of volunteers, public sentiment and the humanity of the age require that the services of women as nurses should be made available in the general hospitals, where, except in a very humble capacity, they have heretofore been excluded. As many carefully selected women are in training in various cities of the loyal States, it is the order and wish of the department that women be adopted or substituted for men now in the general hospitals, whenever can be effected, and that only such women as have received previous training for this purpose be accepted as nurses, except when these can no longer be had. And it is ordered that none be received except those who have presented their applications to a lady appointed by the department to preside over the volunteer women nurses, and who shall have sole authority to select and accept nurses, requiring their age to be above thirty, with certificates of character and capacity.

Miss Dix [Organizer of the Women’s Nurse Corps] has been appointed superintendent of the women nurses, with the exclusive authority to accept such as she may deem properly fitted for the serve. The transportation, subsistence, and wages of such nurses as may be accepted here are to be paid from such moneys that would be expended in the wages and support of men nurses, or are derived from the usual resources of hospital services.

Effects of a Large Soldier Population on Washington (p. 53)

“Washington Homefront, June, 1861”

BATHING PLACES.—The soldiers arriving during the hot weather are anxious to find bathing places as soon as possible, in order to relieve themselves of the dust which accumulates upon them in misery until it is removed by a refreshing bath. Unfortunately, many take to the canal for this purpose, ignorant of the fact that it is hardly more than a drain for the most populous portion of the city, into which all the sewers empty; and that by bathing there between sunrise and sunset they are violating the law of the city. A few rods further, near the Washington Monument, is an excellent bathing place, where all may bathe safely; the good swimmer and the beginner may have their own sport, without injury to themselves or shocking the delicacy of anyone, providing they select proper times—the early morning and after sunset.

Effects of a Large Soldier Population on Washington (p. 71)

“Washington Homefront, August, 1861”

THAT PUMP.—The attention of the authorities is called to the condition of the pump on North Capitol street, between B and C, it having been out of order several days, thereby compelling residents of the neighborhood to go several squares to get inferior water. The pump is continually racked by soldiers from the depot in their efforts to get water, and is consequently being rapidly used up.

Baseball Games Continue Even During Wartime, Nationals versus Washingtons (p. 133)

“Washington Homefront, June, 1862”

BASE BALL.—*National vs. Washington.*—The first match game of the season (and the only one Washington ever engaged in) was played yesterday afternoon between the abovenamed clubs, on the finely situated grounds of the National. The game resulted in favor of the Nationals, by a majority of forty runs.

On the part of the Nationals, Ned Hibbs' batting was superb, he making five home runs; while Walden took care of all balls which came in his region, and made several very fine catches.

On the part of the Washingtons, Messrs. Sharets and Marr, as catcher and pitcher, were also second bases, played well. Poetter, as short, was very active, and with McHaren did some fine fielding.

Limited Civilian Movements (p. 148)

“Washington Homefront, September, 1862”

Passes.

No persons are allowed to visit Alexandria without a proper pass.

No civilians are allowed passes to go to the battlefield or to Pope's army.

Passes are required from persons crossing the bridges and ferries.

No huckster wagons are allowed to go to camps over the river without passes.

No liquors are allowed to pass over the river unless with a pass.

**Seizure of Confederate Money in Anacostia (Split Loyalties)
(p. 219)**

"Washington Homefront, July, 1863"

A GOOD HAUL.—Yesterday about 7 o'clock p.m., as Officer Cline of the first precinct was going the round of his beat, east of the Anacostia, he noticed three men in a stage coach approaching this city. Suspecting that they were not right, he followed them. The guards at the bridge allowed them to pass, but Cline was not satisfied—and pushed on after them and arrested them. He took them to the Provost Marshal, where they gave their names as H. Hamberger, Moses Mann and Wm. Lutzbacher, all Germans, and claim to be merchants. Upon search \$46,000 in Confederate money was found upon them. They are supposed to have been engaged in trading with Richmond, and were returning from a trip. Capt. Todd sent them to the Old Capitol.



Civil War Hospital Sketches **Louisa May Alcott**

“Filling that great house of pain with the healing miracles of Sleep and his diviner brother, Death”

Publishing Information: Alcott, Louisa May. *Civil War Hospital Sketches*. Mineola, New York: Dover Publications, Incorporated, 2006. The memoir was originally published in 1863 by James Repath in Boston.

Background: Over half of all deaths were caused by disease during the Civil War. As a result of poor sanitation, primitive medical practices, and contaminated water supplies, the average regiment lost half its fighting strength from disease during the first year. Louisa May Alcott is perhaps best known for her book, *Little Women*. However, Alcott also worked as a nurse at Union Hospital in Washington, D.C. during the Civil War. She provides historians with a number of excellent descriptions of Civil War medical practices and challenges, as well as a female viewpoint.

General Hospital Conditions (Excerpt from p. 20-22)

The first thing I met was a regiment of the vilest odors that ever assaulted the human nose, and took me by storm. Cologne, with its seven and seventy evil savors, was a posy-bed to it; and the worst of this affliction was, every one had assured me that it was a chronic weakness of all hospitals, and I must bear it. I did, armed with lavender water, with which I so besprinkled myself and promised, that like my friend, Sairy, I was soon known among my patients as “the nurse with the bottle.” Having been run over by three excited surgeons, bumped against by migratory coal-hods, water-pails, and small boys; nearly scalded by an avalanche of newly-filled teapots, and hopelessly entangled in a knot of colored sisters coming to wash, I progressed by slow stages up stairs and down, till the main hall was reached, and I paused to take breath and a survey. There they were! “our brave boys,” as the papers justly call them, for cowards could hardly have been so riddled with shot and shell, so torn and shattered, nor have borne suffering for which we have no name, with an uncomplaining fortitude, which made one glad to cherish each as a brother. In they came some on stretchers, some in men’s arms, some feebly staggering along propped on rude crutches, and one lay stark and still with covered face, as a comrade gave his name to be recorded before they carried him away to the dead house. All was hurry and confusion; the hall was full of these wrecks of humanity, for the most exhausted could not reach a bed till duly ticketed and registered; the walls were lined with rows of such as could sit, the floor covered with the more disabled, the stops and doorways filled with helpers and lookers on; the sound of many feet and voices made that usually quiet hour as noisy as noon; and, in the midst of it all, the matron’s motherly face brought more comfort to many a poor soul, than the cordial draughts she administered, or the cheery words that welcomed all, making of the hospital a home.

The sight of several stretchers, each with its legless, armless, or desperately wounded occupant, entering my ward, admonished me that I was there to work, not to wonder or weep; so I corked up my feelings, and returned to the path of duty, which was rather “a hard road to travel” just then. The house had been a hotel before hospitals were needed, and many of the doors still bore their old names; some not so inappropriate as might be imagined, for my war was in truth a *ball-room*, if gun-shot wounds could christen it. Forty beds were prepared, many already tenanted by tired men who fell down anywhere, and drowsed till the smell of food roused them. Found the great stove was gathered the dreariest group I ever saw—ragged, gaunt and pale, mud to the knees, with bloody bandages untouched since put on days before; many bundled up in blankets, coats being lost or useless; and all wearing that disheartened look which proclaimed defeat, more plainly than many telegram of the Brunside blunder. I pitied them so much, I dared not speak to them, though, remembering all they had been through since the route at Fredericksburg, I yearned to serve the dreariest of them all. Presently, Miss Blank tore me from my refuge behind piles of one-sleeved shirts, odd socks, bandages and lint; put basin, sponge towels, and a black of brown soap into my hands, with these appalling directions: Come, my dear, begin to wash as fast as you can. Tell them to take off socks, coats and shirts, scrub them well, put on clean shirts, and the attendants will finish them off, and lay them in bed.”

Facing Death
(Excerpt from p. 27-28)

“Thank you, ma’am; I don’t think I’ll ever eat again, for I’m shot in the stomach. But I’d like a drink of water, if you aint too busy.”

I rushed away, but the water-pails were gone to be refilled, and it was some time before they reappeared. I did not forget my patient patient, meanwhile, and, with the first mugful, hurried back to him. He seemed asleep; but something in the tiered white face caused me to listen at his lips for a breath. None came. I touched his forehead; it was cold: and I knew that, while he waited, a better nurse than I had given him cooler draught, and healed him with a touch. I laid the sheet over the quiet sleeper, whom no noise could now disturb; and, half an hour later, the bed was empty. It seemed a poor requital for all he had sacrificed and suffered—that hospital bed, lonely even in a crowd; for there was no familiar face for him to look his last upon; no friendly voice to say, Good bye; no hand to lead him gently down into the Valley of the Shadow; and he vanished, like a drop in that red sea upon whose shores so many women stand lamenting. For a moment I felt bitterly indignant at this seeming carelessness of the value of life, the sanctity of death; then consoled myself with the thought that, when the great muster roll was called, these nameless men might be promoted above many whose tall monuments record the barren honors they have won.



"Washington, District of Columbia. Hospital of Quartermaster Department"
1862-1865
Library of Congress



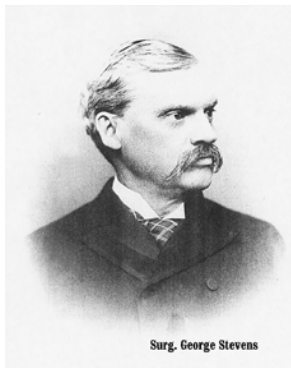
THE SURGEON AT WORK AT THE REAR DURING AN ENGAGEMENT.—[See Page 48.]

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HARPER'S WEEKLY.

[JULY 12, 1862.]

Harper's Weekly
"Army Surgeons at Work"
Winslow Homer
July 12, 1862



Three Years in the Sixth Corps **George T. Stevens**



**“It is a scene of horror such as I never saw. God forbid
that I should ever see another.”**

Publishing Information: Stevens, George T. *Three Years in the Sixth Corps: A Concise Narrative of Events in the Army of the Potomac, From 1861 to the Close of the Rebellion, April, 1865*. Gloucester, United Kingdom: Dodo Press, 2007. The memoir was originally published in 1866.

George Thomas Stevens (1832-1921) was a doctor and surgeon in the 77th Regiment of New York Volunteers during the American Civil War. He served in the campaigns of the Army of the Potomac and was also stationed periodically at the Defenses of Washington. After the war he returned to private medical practice, was a professor of the Albany Medical College, and became a renowned ophthalmologist. His book about his war experiences is a concise narrative of events in the Army of the Potomac, from 1861 to the close of the rebellion, April, 1865.

The Hospitals at Fredericksburgh (Excerpts from p. 293-294)

These were a few of the sad, sad scenes, which brought sorrow to our hearts day after day, of the hospitals at Fredericksburgh.

Physicians and nurses from civil life came to our assistance in large numbers. Some were earnest men, wholly devoted to the object of relieving the distress which they saw on every side. Others had come for selfish purposes.

Physicians who had never performed an important surgical operation came armed with amputating cases, and seemed to think that there was but one thing to be done, *to operate* as they said.

Distressed fathers and brothers wondered about the town, in search of information regarding some son or friend who had been wounded, or perhaps, as they feared, killed.

The following is but an example of many sad incidents of this kind; H.A. Bowers, of the Seventy-seventh New York, a young man much beloved and respected in his regiment, was wounded through the chest on the 5th of May, and with the other wounded brought to Fredericksburgh. His father, who resided in Albany, received the intelligence that his son was dangerously wounded, and hastened to hospital, and at once commenced his inquiries after his soldier boy. Failing to learn anything of him, except the assurance that he had been placed in the ambulances, he sought out the quartermaster of the Seventy-seventh, who was with the army train just out of town. The quartermaster readily lent his aid in the

search, and both at once sought the surgeon of that regiment for information, but he, having the care of a multitude, could tell them nothing of the object of their search. Thousands of wounded men were here, filling the city, but, thus far, the important duties of relieving their immediate necessities had occupied the attention of surgeons and attendants to the exclusion of everything else; and no record or register had been made by which a particular wounded man might be found. Unless some friend or acquaintance could direct to his place, the search was often long. The nurses were instructed to afford the anxious father every assistance in finding his son. Two more long weary days were spent in the fruitless search, when word was sent to the father that his boy might be found in a certain church. Overjoyed at the thought that at last his search was to be crowned with success, he hastened to the place. Who shall attempt to tell the anguish of that father, when, on reaching the hospital, he found that his son had expired half an hour before!

At length, by the 26th of May, all the wounded men were sent by transports to Washington, and the hospitals broken up. The surgeons, escorted by a squadron of cavalry, crossed the country by way of Bowling Green, and, after a three days' journey, rejoined the army at Hanover.

Disease (excerpts from p. 64-65)

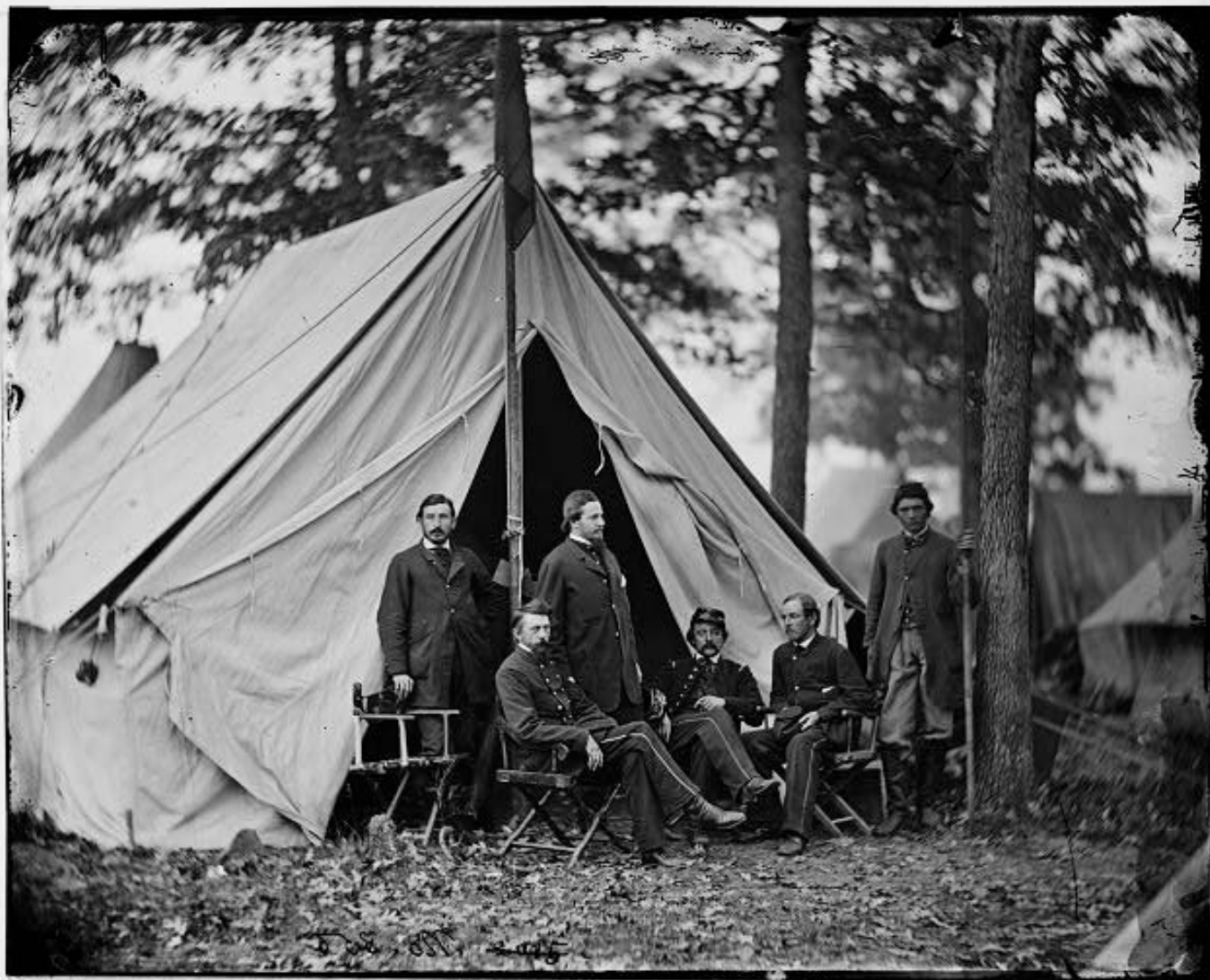
Everything combined to exhaust the energies of the men and produce fevers, diarrheas and scurvy. Day after day the men worked under a burning sun, throwing up the immense walls of earth, or toiled standing to their waists in water, building bridges. Night after night they were called to arms, to resist some threatened attack of the enemy. Their clothing and tents were drenched with frequent rains, and they often slept in beds of mud. With the hot weather, the malaria became more and more deadly. The whole country was alternatively overflowed and drained; and the swamps were reeking with the poisoned air. The hospitals became daily more crowded. The strongest were constantly falling. Diarrhea, typhoid fever, and other miasmatic maladies, became almost universal. Men who worked at the breastworks one day would be found in the hospitals on the next, burning with fever, tormented with insatiable thirst, raked with pains, or wild with delirium; their parched lips, and teeth blackened with sores, the hot breath and sunken eyes, the sallow skin and trembling pulse, all telling of the violent workings of these diseases.

Day after day, scores of brave men, who had left their northern homes to aid in the hour of their country's need, were borne to lowly graves along the banks of that fatal river; and at times one might sit in the door of his tent and see as many as six or seven funeral parties bearing comrades to their humble resting places.

Hospital steamers piled constantly from the White House to Washington, Alexandria and Philadelphia, bearing thousands of these victims of disease; and many, with stoic indifference, lay down in their shelter tents and gave themselves over to death, without even applying to comrades or surgeons for assistance.

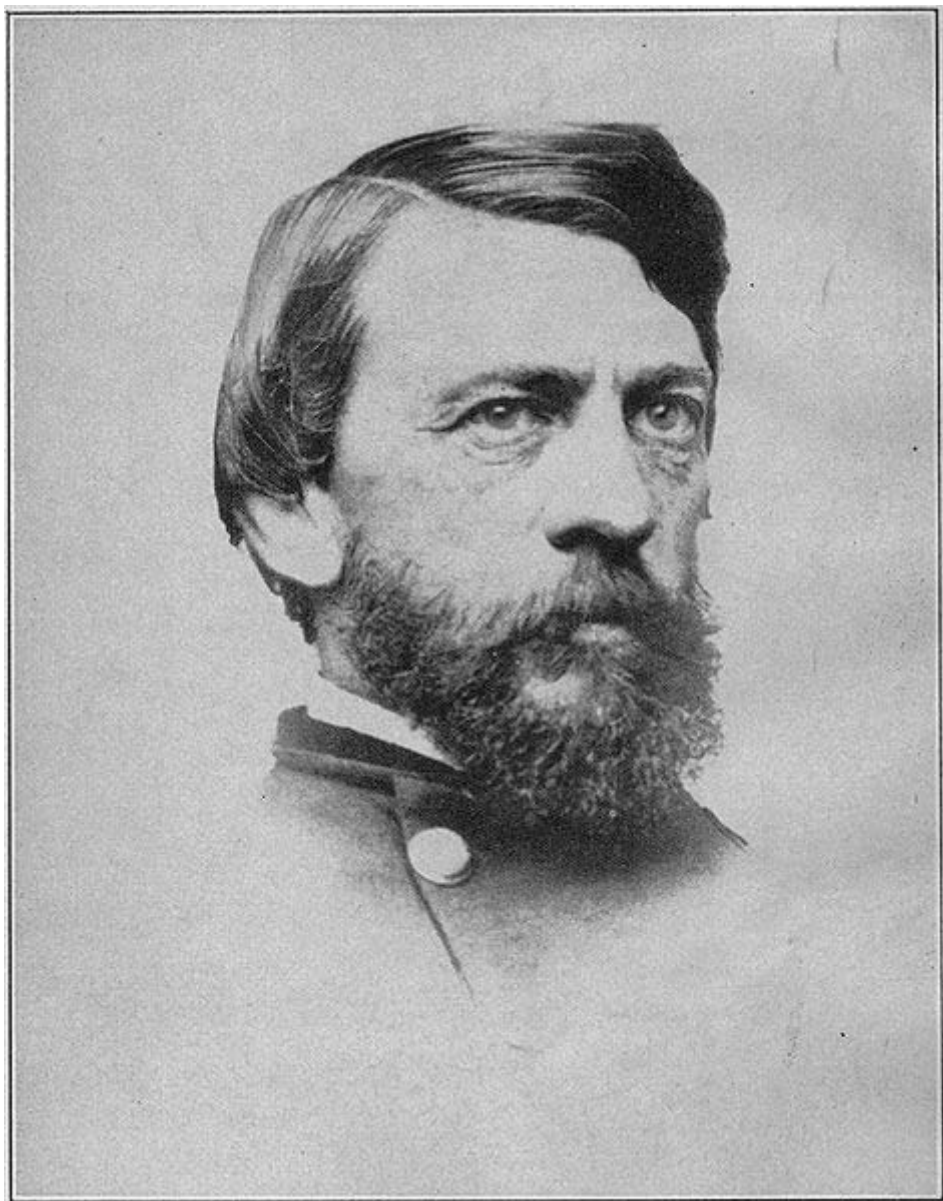
Everywhere at the north, men were seen on cars and steamers, on the streets and in the houses, whose sallow countenances, emaciated appearance, and tottering steps, marked them as the victims of "Chickahominy fever." Express cars groaned with the weight of coffins containing the remains of youths who but a few months before had gone to the

war in the pride of their strength, and had now yielded, not to the bullets of the enemy, but to the grim spirit which hovered over that river of death. Our army seemed on the point of annihilation from disease; and matters were constantly growing worse. At White House landing, great temporary hospitals were established, where hundreds languished and waited their turn to be sent north.



**"Warrenton, Va. Dr. Jonathan Letterman, medical director of the Army of the
Potomac & staff"**

**Alexander Gardner (photographer)
Library of Congress**



"Jonathan Letterman, M.D., bust portrait, facing slightly right"
Library of Congress



The Letterman Plan

Background to this document: Month after month of dead and wounded soldiers had drained away most, if not all, of the romance of war that had characterized the start of the conflict. Yet the seemingly endless flood of casualties had produced at least one encouraging development, better medical care on the battlefield.

For troops wounded in the early battles of the Civil War, the disorganization of the medical corps often proved disastrous. At the First Battle of Manassas (Bull Run) on July 21, 1861, for example, many Union surgeons refused to treat casualties from regiments other than their own, and civilian ambulance drivers fled from the field at the first sound of gunfire. As a result, some wounded were left lying on the battlefield for three or four days.

The horror and suffering at Manassas led administrators within the United States Army Medical Department to urge the formation of an ambulance corps and a formal system for establishing and operating field hospitals during battle. Many of the necessary improvements were provided by Surgeon Jonathan Letterman, Medical Director of the Union's Army of the Potomac. Part of the following reading comes from his "Field Hospital Order" of October 30, 1862; the rest appeared in guidelines given to the Medical Director of an Army Corps.

This system, which became known as the Letterman Plan, was introduced first in the East. It became a crucial part of the North's gradual improvement of its logistics--its handling of military material, facilities, and men. In 1862 the South set up its equivalent of the Letterman Plan, an "infirmary corps." In *Battle Cry of Freedom* James McPherson points out that, "like everything else in the southern war effort, [the infirmary corps] did wonders with the resources available but did not have enough men, medicines, or ambulances to match the Union effort." As a result, he estimates, 14% of wounded Federal troops died versus 18% of wounded Confederates.³

The Letterman plan was still untried in the Union's western armies when General William T. Sherman commenced his Atlanta Campaign in the spring of 1864. But by the time Sherman began his "March to the Sea" in November 1864, it was working well and in many instances had even been refined.

Background on the Letterman Plan was provided by the National Park Service's Teaching with Historic Places. The full lesson can be found under "The Battle of Bentonville" at <http://www.nps.gov/history/nr/twhp/>.

Letterman Medical Report on Antietam (1862)

Medical Director's Office, October 30, 1862.

SIR: In order that the wounded may receive the most prompt and efficient attention during and after an engagement, and that the necessary operations may be performed by the most skillful and responsible surgeons at the earliest moment, the following instructions are issued for the guidance of the medical staff of this army, and medical directors of corps will see that they are promptly carried into effect:

Previous to an engagement there will be established in each corps a hospital for each division, the position of which will be selected by the medical director of the corps.

The organization of the hospital will be as follows:

1st. A surgeon in charge; one assistant surgeon to provide food and shelter, &c.; one assistant surgeon to keep the records.

2d. Three medical officers to perform operations; three medical officers as assistants to each of these officers.

3d. Additional medical officers, hospital stewards, nurses of the division.

The surgeon in charge will have general superintendence and be responsible to the surgeon-in-chief of the division for the proper administration of the hospital. The surgeon-in-chief of a division will detail one assistant surgeon, who will report to and be under the immediate orders of the surgeon in charge, whose duties shall be to pitch the hospital tents and provide straw, fuel, water, blankets, &c., and, when houses are used, put them in proper order for the reception of wounded. This assistant surgeon will, when the foregoing shall have been accomplished, at once organize a kitchen, using for this purpose the hospital mess chests and the kettles, tins, &c., in the ambulances. The supplies of beef stock and bread in the ambulances, and of arrowroot, tea, &c., in the hospital wagon, will enable him to prepare quickly a sufficient quantity of palatable and nourishing food. All the cooks, and such of the hospital stewards and nurses as may be necessary, will be placed under his orders for these purposes.

He will detail another assistant surgeon, whose duty it shall be to keep a complete record of every case brought to the hospital, giving the name, rank, company, and regiment; the seat and character of injury; the treatment; the operation, if any be performed, and the result, which will be transmitted to the medical director of the corps and by him sent to this office.

This officer will also see to the proper interment of those who die, and that the grave is marked with a head-board with the name, rank, company, and regiment legibly inscribed upon it.

He will make out two tabular statements of wounded, which the surgeon-in-chief of division will transmit within thirty-six hours after a battle, one to this office (by a special messenger, if necessary) and the other to the medical director of the corps to which the hospital belongs.

There will be selected from the division by the surgeon-in-chief, under the direction of the medical director of the corps, three medical officers, who will be the operating staff of the hospital, upon whom will rest the immediate responsibility of the performance of all important operations. In all doubtful cases they will consult together, and a majority of them shall decide upon the expediency and character of the operation. These officers will be selected from the division without regard to rank, but solely on account of their known prudence, judgment, and skill. The surgeon-in-chief of the division is enjoined to be especially careful in the selection of these officers, choosing only those who have distinguished themselves for surgical skill, sound judgment, and conscientious regard for the highest interests of the wounded.

There will be detailed three medical officers to act as assistants to each one of these officers, who will report to him and act entirely under his direction. It is suggested that one of the assistants be selected to administer the anesthetic. Each operating surgeon will be provided with an excellent table from the hospital wagon, and, with the present organization for field hospitals, it is hoped that the confusion and the delay in performing the necessary operations so often existing after a battle will be avoided, and all operations hereafter be primary.

The remaining medical officers of the division, except one to each regiment, will be ordered to the hospitals to act as dressers and assistants generally. Those who follow the regiments to the field will establish themselves, each one at a temporary depot, at such a distance or situation in the rear of his regiment as will insure safety to the wound, and where they will give such aid as is immediately required; and they are here reminded that, whilst no personal consideration should interfere with their duty to the wounded, the grave responsibilities resting upon them render any unnecessary exposure improper.

The surgeon-in-chief of the division will exercise general supervision, under the medical director of the corps, over the medical affairs in his division. He will see that the officers are faithful in the performance of their duties in the hospital and upon the field, and that by the ambulance corps, which has heretofore been so efficient, the wounded are removed from the field carefully and with dispatch.

Whenever his duties permit, he will give his professional services at the hospital, will order to the hospital as soon as located all the hospital wagons of the brigades, the hospital tents and furniture, and all the hospital stewards and nurses. He will notify the captain commanding the ambulance corps, or, if this be impracticable, the first lieutenant commanding the division ambulances, of the location of the hospital.

No medical officer will leave the position to which he shall have been assigned without permission, and any officer so doing will be reported to the medical director of the corps, who will report the facts to this office.

The medical directors of corps will apply to their commanders on the eve of a battle for the necessary guard and men for fatigue duty. This guard will be particularly careful that no stragglers be allowed about the hospital, using the food and comforts prepared for the wounded.

No wounded will be sent away from any of these hospitals without authority from this office.

Previous to an engagement, a detail will be made by medical directors of corps of a proper number of medical officers, who will, should a retreat be found necessary, remain and take care of the wounded. This detail medical directors will request the corps commanders to announce in orders.

The skillful attention shown by the medical officers of this army to the wounded upon the battle-fields of South Mountain, Crampton's Gap, and the Antietam, under trying circumstances, gives the assurance that, with this organization, the medical staff of the Army of the Potomac can with confidence be relied upon under all emergencies to take charge of the wounded intrusted to its care.

Very respectfully, your obedient servant,

JONA. LETTERMAN,

Medical Director.

This letter and other letters from Jonathan Letterman can be accessed from "eHistory" at Ohio State University's Department of History primary source section.

<http://ehistory.osu.edu/osu/sources/documentview.cfm?ID=11>

SECESSION EXPLORED

Entered according to Act of Congress by H. W. H. in the Southern District of Ohio June 18th 1861.



Split Loyalties: "Secession Exploded"
Harper's Weekly
(July 10, 1861)

About this document: This strongly anti-Confederate satire is a fantastical vision of the Union defeat of the secessionist movement. A hideous monster representing secession emerges from the water at left. He is hit by a charge from a mammoth cannon "Death to Traitors!" operated by Uncle Sam (right). A two-faced figure representing Baltimore, whose allegiance to the Union was at least questionable during the war, pulls at Uncle Sam's coattails. The explosion sends several small demons, representing the secessionist states, hurling through the air. Prominent among them is South Carolina, in a coffin at upper right. Tennessee and Kentucky, two Southern states internally divided over the secession question, are represented by two-headed creatures. Virginia, though part of the Confederacy, is also shown divided--probably an acknowledgment of the Appalachian and eastern regions' alignment with the Union.

Among the demons is a small figure of Tennessee senator and 1860 presidential candidate John Bell, with a bell-shaped body. In the foreground is a large American flag on which Winfield Scott, commander of the Union forces, and a bald eagle rest.

Despite the imprinted copyright date, the print, according to the inscription on the Library's impression, seems to have been registered for copyright on June 14 but not deposited until July 10, 1861.

This document and description can be accessed through the American Political Prints 1766-1876 Archive provided by Harper's Weekly and Library of Congress.

<http://loc.harpweek.com/>



The Washington Star Reports on the Civil War



The Washington Star was the most popular newspaper in Washington during the Civil War period. The articles offer a unique insight into life in Civil War Washington.

Stepp, John W. and I. William Hill, ed. *Mirror of War: The Washington Star reports the Civil War*. Englewood Cliffs, NJ: Prentice-Hall, Incorporated, 1961.

Early Reactions to Succession (p. 16)

“Washington Homefront, December 1860”

WHAT COMPANY C THINKS.—Company C, Washington Light Infantry, Assembled at their armory on Monday evening. The endorsement of certain resolutions previously adopted by companies A and B, of the battalion, expressive of their determination “to stand by the Stars and Stripes so long as a shred remained,” was proposed, upon which a discussion arose, when they were laid on the table by an overwhelming vote, because a clause in the constitution of the company prohibits any political discussion;...and for further and more potent reason that said resolutions were inappropriate under the existing affairs of the nation.

After Sumter: Defense of Washington & Loyalty Oaths (p. 36)

“Washington Homefront, April, 1861”

THE VOLUNTEER MILITARY OF THE CITY MUSTER TO THE DEFENSE ON THEIR HOMES AND FIRESIDES.—As we went to press the volunteer companies were responding to the call of the War Department for volunteers to defend the city of Washington from assault. In the case of some of the companies a portion of the members declined to take the oath required by the Department of all soldiers mustered into the United States service, and the deficit in the ranks of said companies thereby brought them below the standard requirement as to numbers, and they were not received by the Government.

The following is the form of the oath administered to the volunteers who were mustered into the service of the United States yesterday...

“I, _____, do solemnly swear that I will bear true allegiance to the United States of America; and that I will serve them honestly and faithfully against all enemies or opposers whatsoever; that I will obey the orders of the President of the United States, and of the officers appointed over me, according to the rules of the armies of the United States; so help me.”

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(p. 41)

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(p. 47)

Tuesday, June 11, 1861

“The News Here.”

EMPLOYMENT OF WOMEN AS NURSES FOR THE ARMY HOSPITALS.—The Secretary of War has addressed a letter to the Surgeon General, in which he says that during the present war, the forces being made up chiefly of volunteers, public sentiment and the humanity of the age require that the services of women as nurses should be made available in the general hospitals, where, except in a very humble capacity, they have heretofore been excluded. As many carefully selected women are in training in various cities of the loyal States, it is the order and wish of the department that women be adopted or substituted for men now in the general hospitals, whenever can be effected, and that only such women as have received previous training for this purpose be accepted as nurses, except when these can no longer be had. And it is ordered that none be received except those who have presented their applications to a lady appointed by the department to preside over the volunteer women nurses, and who shall have sole authority to select and accept nurses, requiring their age to be above thirty, with certificates of character and capacity.

Miss Dix [Organizer of the Women’s Nurse Corps] has been appointed superintendent of the women nurses, with the exclusive authority to accept such as she may deem properly fitted for the serve. The transportation, subsistence, and wages of such nurses as may be accepted here are to be paid from such moneys that would be expended in the wages and support of men nurses, or are derived from the usual resources of hospital services.

Effects of a Large Soldier Population on Washington (p. 53)

“Washington Homefront, June, 1861”

BATHING PLACES.—The soldiers arriving during the hot weather are anxious to find bathing places as soon as possible, in order to relieve themselves of the dust which accumulates upon them in misery until it is removed by a refreshing bath. Unfortunately, many take to the canal for this purpose, ignorant of the fact that it is hardly more than a drain for the most populous portion of the city, into which all the sewers empty; and that by bathing there between sunrise and sunset they are violating the law of the city. A few rods further, near the Washington Monument, is an excellent bathing place, where all may bathe safely; the good swimmer and the beginner may have their own sport, without injury to themselves or shocking the delicacy of anyone, providing they select proper times—the early morning and after sunset.

Effects of a Large Soldier Population on Washington (p. 71)

“Washington Homefront, August, 1861”

THAT PUMP.—The attention of the authorities is called to the condition of the pump on North Capitol street, between B and C, it having been out of order several days, thereby compelling residents of the neighborhood to go several squares to get inferior water. The pump is continually racked by soldiers from the depot in their efforts to get water, and is consequently being rapidly used up.

Baseball Games Continue Even During Wartime, Nationals versus Washingtons (p. 133)

“Washington Homefront, June, 1862”

BASE BALL.—*National vs. Washington.*—The first match game of the season (and the only one Washington ever engaged in) was played yesterday afternoon between the abovenamed clubs, on the finely situated grounds of the National. The game resulted in favor of the Nationals, by a majority of forty runs.

On the part of the Nationals, Ned Hibbs' batting was superb, he making five home runs; while Walden took care of all balls which came in his region, and made several very fine catches.

On the part of the Washingtons, Messrs. Sharets and Marr, as catcher and pitcher, were also second bases, played well. Poetter, as short, was very active, and with McHaren did some fine fielding.

Limited Civilian Movements (p. 148)

“Washington Homefront, September, 1862”

Passes.

No persons are allowed to visit Alexandria without a proper pass.

No civilians are allowed passes to go to the battlefield or to Pope's army.

Passes are required from persons crossing the bridges and ferries.

No huckster wagons are allowed to go to camps over the river without passes.

No liquors are allowed to pass over the river unless with a pass.

Seizure of Confederate Money in Anacostia (Split Loyalties)
(p. 219)

"Washington Homefront, July, 1863"

A GOOD HAUL.—Yesterday about 7 o'clock p.m., as Officer Cline of the first precinct was going the round of his beat, east of the Anacostia, he noticed three men in a stage coach approaching this city. Suspecting that they were not right, he followed them. The guards at the bridge allowed them to pass, but Cline was not satisfied—and pushed on after them and arrested them. He took them to the Provost Marshal, where they gave their names as H. Hamberger, Moses Mann and Wm. Lutzbacher, all Germans, and claim to be merchants. Upon search \$46,000 in Confederate money was found upon them. They are supposed to have been engaged in trading with Richmond, and were returning from a trip. Capt. Todd sent them to the Old Capitol.





Split Loyalties: "A Requiem" Sheet Music Cover 1861



About this document: The death of Colonel Elmer E. Ellsworth in Alexandria, Virginia, was one of the sensational flash points at the start of the Civil War. Ellsworth was the first Union officer to be killed in the four-year-long struggle. He commanded the 11th New York Fire Zouaves, which participated in the invasion of northern Virginia on May 24, 1861. His death at the hands of a local innkeeper made him a martyr in the North. Throughout the conflict, his name, face, and heroism would be recalled on stationery, in sheet music, and in memorial lithographs. One New York regiment, the 44th Volunteer Infantry, would dub themselves the "Ellsworth Avengers."

Ellsworth moved to Chicago and organized what became the U.S. Zouave Cadets. This volunteer militia unit went on tour in 1860 and won admiration for the precision of its close order drill and for its brightly colored Algerian inspired uniforms of short jackets, baggy pants, and gaiters.

Ellsworth became a friend of Abraham Lincoln during the fall campaign of 1860 and accompanied him to Washington for his inauguration. With the outbreak of hostilities, Ellsworth hurried to New York City and organized the 1st New York Fire Zouaves, which became the 11th New York Infantry. This regiment, composed of city firemen, was one of the first to arrive in Washington. The Zouaves proved to be expert at putting out city fires—they saved the Willard Hotel from burning—but they were rowdy soldiers. After Ellsworth's death, Union authorities quickly removed them from town and set them to work digging earthworks for Fort Ellsworth, which overlooked the city.

This cover of *A Requiem* in memory of Colonel Elmer Ellsworth is decorated with scenes recalling his brief and tragic Civil War service. As the commander of the 11th New York Infantry, Ellsworth led his men into Alexandria, Virginia, at dawn on May 24, 1861. Ellsworth saw a large Confederate flag flying over the roof of the Marshall House hotel on King Street. This was the first rebel flag to have been raised in the city, and allegedly it was visible from Washington, several miles to the north. With a small detail of men, Ellsworth hastened to the hotel and made his way to the rooftop flagpole, where he lowered the flag. While Ellsworth was rolling it up, the soldiers were descending the staircase when from out of the shadows they were surprised by the innkeeper, James W. Jackson. Jackson leveled a double-barrel shotgun at Ellsworth and killed him instantly with a shot to the chest. Jackson, whose second shot missed, was himself shot and bayoneted to death by Private Francis E. Brownell.

This document and description can be accessed through Sam De Vincent Collection of Illustrated American Sheet Music, Archives Center, National Museum of American History, Smithsonian Institution, Behring Center.

<http://www.civilwar.si.edu/collections.html>









Negative by T. H. O'SULLIVAN.

Entered according to act of Congress, in the year 1863, by A. GARDNER, in the Clerk's Office of the District Court of the District of Columbia.

Positive by A. GARDNER, 511 7th St., Washington.

Incidents of the War.

A HARVEST OF DEATH.

Gettysburg, July, 1863.

"Incidents of the war. A harvest of death, Gettysburg, July, 1863."

Timothy H. O'Sullivan

Library of Congress



THE FLORAL TRIBUTE TO THE NATION'S DEAD.—[DRAWN BY C. S. REINHART.]

Sacred Ground: “The Floral Tribute to the Nation’s Dead”

Harper’s Weekly
Charles S. Reinhart
(June 4, 1870)

About this document: Artist Charles S. Reinhart illustrates families paying tribute to America’s war dead by decorating the graves of their loved ones who died in military service to their country. Depicting primarily women as mourners, in both the foreground and background, emphasizes the loss of men in wartime. Several communities claim to have begun the practice of Decoration Day, as it was originally called, but it probably developed spontaneously in various localities during or shortly after the Civil War. A song published in 1867, “Kneel Where Our Loves Are Sleeping,” is dedicated “To the Ladies of the South who are Decorating the Graves of the Confederate Dead.” In 1966, President Lyndon Johnson named Waterloo, New York, as the official birthplace of the holiday since the town had consistently closed its businesses for the day and hosted a large celebration since 1866.

On May 5, 1868, Congress passed a resolution that proclaimed May 30 as Memorial Day for decorating the graves of the Civil War dead. It was sponsored by Congressman John Logan of Illinois, a former Union general who then commanded the Grand Army of the Republic (GAR), the leading Union veterans’ organization. In his corresponding order to his fellow Union veterans, Logan declared that the day was set aside for “decorating the graves of comrades who died in defense of their country during the late rebellion.” The annual observance would prevent future generations from saying that “we have forgotten as a people the cost of a free and undivided republic.” Thus, backers of the first national Memorial Day rhetorically encouraged remembrance of the sacrifice made by the *Union* war dead. *Harper’s Weekly* defined it as “the day designated for strewing with flowers the graves of the Union soldiers.” Although this cartoon does not explicitly identify the affiliation of the war dead, the inscription on the stone marker (lower-left), “These Shall Not Have Died In Vain,” can only refer to the victorious Union servicemen. It may also allude to the ongoing political struggle over Reconstruction.

On May 30, 1868, the first national Memorial Day was observed at Arlington National Cemetery outside of Washington, D. C. The bodies of 20,000 Union servicemen and several hundred Confederate war-dead are buried there. General Ulysses S. Grant, General Winfield S. Hancock, other dignitaries, and a crowd of 5000 listened to an address by Congressman James Garfield, a former Union general, sang hymns, and recited prayers. The assembly then proceeded reverently to the grave of the Unknown Soldier where a memorial ceremony was held. Finally, children from a local orphanage decorated the graves with wreaths and tiny American flags. *Harper’s Weekly* reported that similar ceremonies were held across the country (while only giving examples from the North), with businesses in many of those communities closing for the observance.

The practice continued to spread over the next few decades and became an official holiday in many states. The GAR, the primary promoter of the holiday, frowned upon picnics and other forms of public entertainment and worked to keep the day a solemn occasion. Southern states recognized a different day (usually also in the spring) as Decoration Day for the Confederate war-dead. After World War I, the national holiday officially became a memorial for those who died in all American wars or military engagements. Over the years, it increasingly became a general Day of the Dead on which families placed flowers on the graves of all loved

ones; publicly, though, the sacrifice of the deceased servicemen and women remained the central focus. In 1971, Congress changed the holiday from May 30 to the last Monday in May.

This document and description can be accessed through the American Political Prints 1766-1876 Archive provided by Harper's Weekly and Library of Congress.

<http://loc.harpweek.com/>

LINCOLN MEMORIAL AND PARTICIPANTS IN UNVEILING,

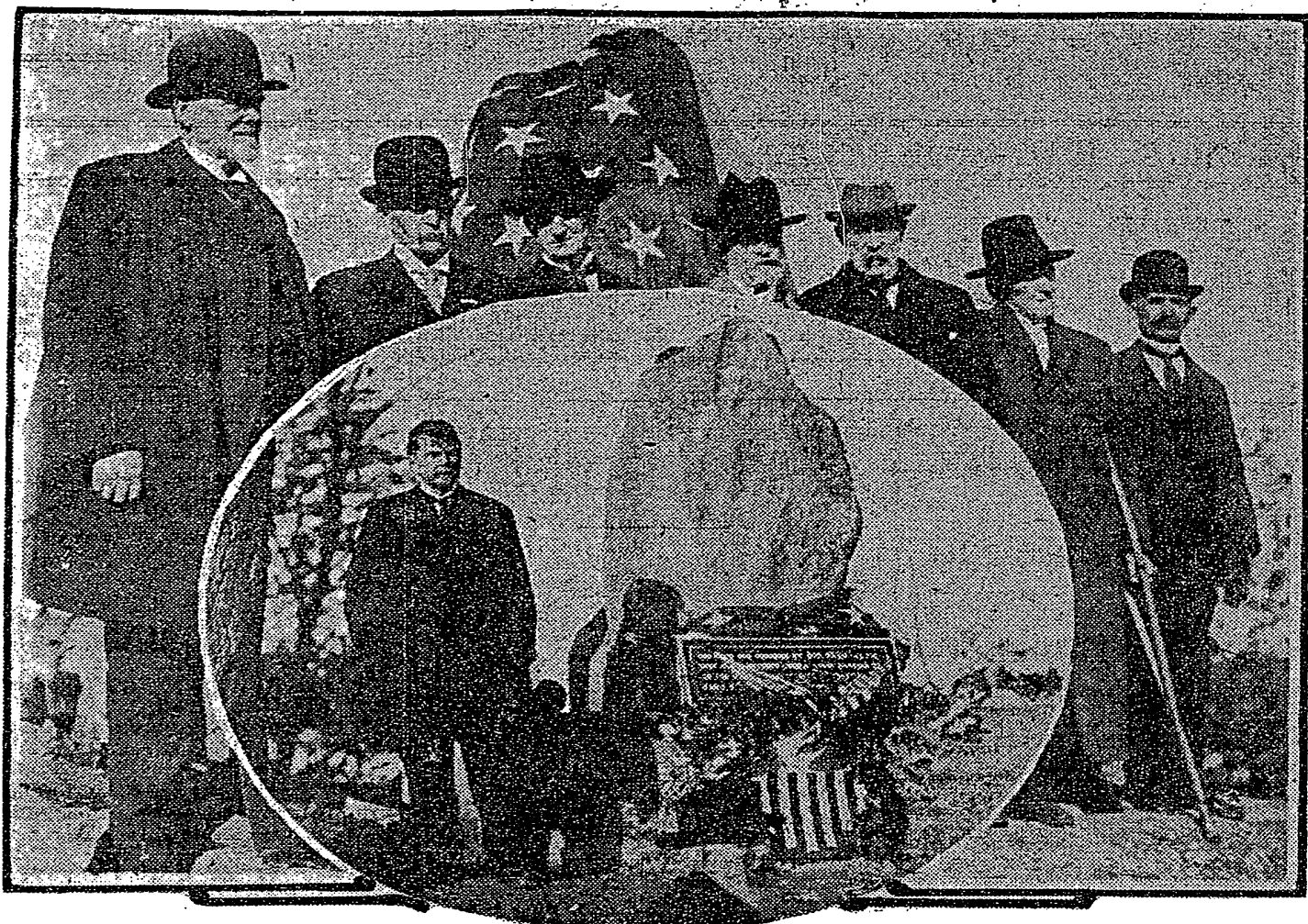


Photo by Harris-Ewing.

From left to right—L. K. Brown, Purnell Legion, volunteers, Maryland; Lewis Cass White, 102d Pennsylvania, Company H, color sergeant; Frank A. Baxter, 125th New York, Company C; C. B. Pettys, 138th New York, Company H; H. M. Gillman, First New Jersey, Company E; H. A. Dobson, Eleventh Veteran Reserve Corps, Company K, and G. R. Foss, Sixteenth Pennsylvania cavalry, Troop B. They were in the battle at Fort Stevens, when President Lincoln exposed himself to the Confederate fire. W. V. Cox, president of the Fort Stevens Association, which erected the boulder, is standing by the side of the monument, in the smaller picture.

UNVEIL LINCOLN STONE

Tribute Is Paid to War President at Fort Stevens.

HUGE BOWLDER SET IN PLACE

Is Put on Spot Where Martyred Chief Executive Stood in Face of Confederate Fire—Gen. King, Capt. Gillman, and Col. McElroy Give Addresses—Formal Dedication Comes Later.

One of the most appropriate tributes ever paid to Abraham Lincoln was the unveiling yesterday afternoon at Fort Stevens of the boulder erected by the Fort Stevens Lincoln Military Park Association on the parapet of Fort Stevens.

The boulder, which weighs 21-2 tons and measures 5 feet 6 inches in height and 3 feet in circumference, was placed directly over the spot where President Lincoln stood during the Confederate attack on Fort Stevens, under the command of Gen. Early, the only time that a President of the United States has ever exposed himself to fire in time of war. The rough boulder, found on the grounds of the Walter Reed Army Hospital, is mounted on a concrete base 6 feet by 8 by 6.

W. V. Cox, president of the association, acted as master of ceremonies.

Pays Fine Tribute.

A fine tribute was paid to the martyred President by Confederate Gen. Floyd King. He said that of all the men who fought and shed their blood for the Confederate cause, he believed that there is not one who would not willingly take up arms today in defense of the Union. Other speakers were Col. John McElroy, on "Fort Stevens, the Moral Turning Point of the War;" Col. E. F. Bingham, who read the names of those who fell in battle, and are buried in Battle Ground Cemetery, and Capt. H. M. Gillman, on "Our Broken Ranks." The secretary's report was given by Maj. A. S. Perham and the report of the treasurer by Lewis Cass White.

Mr. Cox, who has been the most active member of the association in its attempt to have Congress appropriate a sum sufficient to purchase the sixteen acres surrounding Fort Stevens for a military park, said: "This rugged boulder is not what a grateful people should erect to the memory of Lincoln and the brave boys who fell in saving their country's Capital; but, such as it is, as inornate as it is, it comes as a free-will offering from men and women who have red blood in their veins, and who feel that it would be a crime to let this hallowed spot be forgotten. It is hoped that Congress will save this old fort, with its sacred tradition, and erect the memorial to Abraham Lincoln here, instead of in the lowlands of the Potomac, where Lincoln never was, and could not have gotten, even with rubber boots, as one of our members has said."

But Seven Veterans Present.

Of the 20,000 troops who fought at Fort Stevens on July 11 and 12, 1864, but seven men were present at the exercises.

One of the spectators was Mrs. Elizabeth Thomas, better known as Aunt Betty, an old colored woman, who was born and who has lived within a stone's throw of the parapets of the fort. Aunt Betty's parents owned about 80 acres of land around the fort, a part of which would be necessary for the army park now contemplated. The house in which Aunt Betty was born was used by the quartermaster of the Union army during the time the troops were there. It has since been converted into a stable. The old soldiers present remembered her, and gave her a cordial greeting, many of them having partaken of her hospitality during the war.

Later on, after a suitable inscription has been selected, a bronze tablet will be placed on the face of the boulder. Mr. Cox having been authorized to appoint a committee for the purpose.

A more formal dedication will be held next July on the forty-seventh anniversary of the battle.

III. Lesson Plans

The following 6 lesson plans provide suggestions for using the Civil War Defenses of Washington themed resources. One sample lesson plan is provided for each theme. The lesson plans are designed only to give teachers a framework for instruction and therefore we suggest adapting them to your particular differentiation needs.



8.11.7

A Capital Defense

45 minutes

1. Aim:

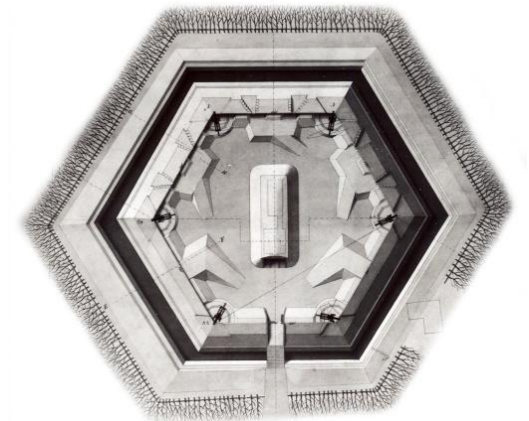
- ✓ Students will be able to identify the reasons for an increase in fortifications protecting Washington during the Civil War.
- ✓ Students will be able to understand the engineering choices made for the Defenses of Washington.
- ✓ Students will have the necessary background knowledge to visit Fort Dupont's Earthworks.

2. Standards:

- ✓ DCPS 8.11.7 Describe critical developments and events in the war, including locating on a map the major battles, geographic advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
- ✓ National Center for History in the Schools: Historical Thinking Skills Standards
- ✓ #3 The student engages in historical analysis and interpretation.
- ✓ #2G Draw upon data in historical maps.

3. Instructional Materials:

- ✓ *Harper's Weekly*: "Why Don't You Take it?"
- ✓ SOAP Analysis Grid or NARA Cartoon Analysis Worksheet
- ✓ Civil War Defenses of Washington Map
- ✓ Fort Totten Historic Photograph (Topography Emphasis)
- ✓ Fort Dupont Earthworks Background Information



4. Methods of Inquiry:

- ✓ Cooperative Learning
- ✓ Primary Source Analysis
- ✓ Map Interpretation
- ✓ Cause and Effect

5. "Do Now"

(5 minutes)

Students will break into small groups to analyze *Harper's Weekly*: "Why Don't You Take it?" Each member will fill out the SOAP grid or National Archives (NARA) Cartoon Analysis Worksheet. This



8.11.7

A Capital Defense

45 minutes

worksheet can be accessed through the National Archives Education page:

<http://www.archives.gov/education/lessons/worksheets/>

6. Lesson Steps:

1. Do Now (5 minutes)
2. Class Brainstorm/Discussion about Photograph to determine: Why was Washington threatened? (10 minutes)
3. Map of Civil War Defenses of Washington and Fort Totten photograph are projected or passed out. As a class, pick out locations in Washington that students are familiar and circle them. "If you were building a fort, what would be most important to protect?" "What do you think people during the Civil War were protecting?" Rivers, bridges, people, weapons, hospitals, etc.....Use provided background information to create a short lecture highlighting locations chosen and why earthworks. (15 minutes)
4. Field Trip Prep (Go over itinerary for field trip, expectations, etc.) (10 minutes)
5. Exit Ticket (5 minutes)

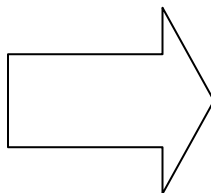
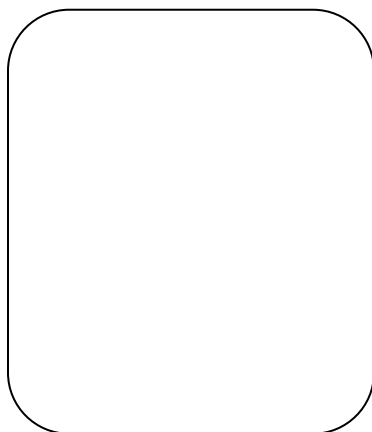
7. Essential Questions:

- ✓ Why were the Defenses of Washington strategically necessary?
- ✓ Who built them and what decisions did the engineers consider when building the fortifications (topography, placement, materials, etc.)?

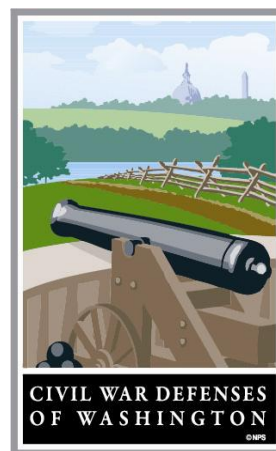
8. Exit Ticket:

1. Why were the Defenses of Washington strategically necessary?
2. Why were the fort locations chosen?
3. Why did the engineers use earthworks?

Causes



Effect



Recommended books for further inquiry: Benjamin Franklin Cooling III and Walton H Owen II's *Mr. Lincoln's Forts: A Guide to the Civil War Defenses of Washington*.

DCPS 8.11.5

"A Man Knows a Man?"

45 minutes

1. Aim

- ✓ Students will identify aspects of camp life in Washington, D.C.
- ✓ Students will evaluate historical documents and formulate historical questions.
- ✓ Students will consider the arguments of allowing black soldiers to fight.
- ✓ Students will predict whether or not black soldiers were treated equally compared to white soldiers based on previous historical trends.

2. Standards

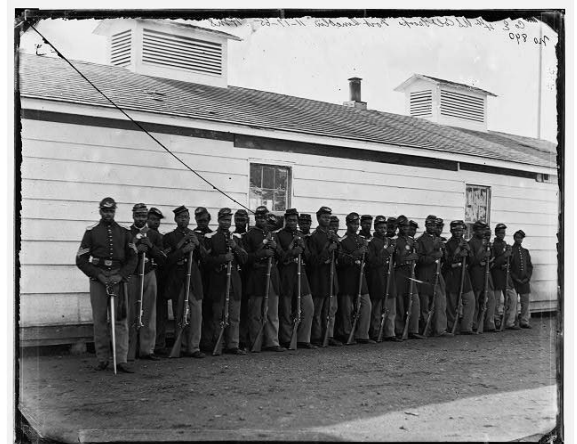
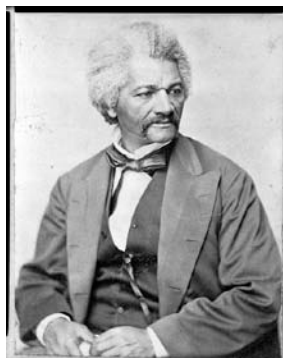
- ✓ DCPS 8.11.5 Explain the views and lives of leaders and soldiers on both sides of the war, including those of black soldiers and regiments.
- ✓ National Center for History in the Schools: Historical Thinking Skills Standards
 - #3F Compare competing historical narratives
 - #2F Appreciate historical perspectives
 - #4A Formulate historical questions
 - #5A Identify issues and problems in the past

3. Instructional Materials

- ✓ Charles Harvey Brewster's Letter about Camp Brightwood
- ✓ SOAP Analysis Grid
- ✓ "Should the Negro Enlist in the Union Army?" (Frederick Douglass, July 6, 1863, National Hall in Philadelphia)
- ✓ *Harper's Weekly*: "A Man Knows A Man" (Unknown Artist, April 22, 1865)

4. Methods of Inquiry

- ✓ Cooperative Learning
- ✓ Primary Source Analysis
- ✓ Making Predictions Using Historical Context



DCPS 8.11.5

"A Man Knows a Man?"

45 minutes

5. "Do Now"

(10 minutes)

Students will break into small groups to analyze Charles Harvey Brewster's letter from Camp Brightwood using the SOAP Analysis Grid. (10 minutes)

6. Lesson Steps

1. "Do Now" (10 minutes)

2. Class Brainstorm/Discussion about Camp Brightwood Letter (5 minutes)

3. What about black soldiers? Same, right? Explain that there were no black soldiers at the time the letter was written, they were not allowed to fight. Give short background on the social concerns of blacks banned from fighting.

Transition to "Should the Negro Enlist in the Union Army?" document. (15 minutes) Split the document into parts by argument and assign parts for each student OR have students work in small groups assigning each student a role (reader, notetaker, questioner, fact checker, etc.)

4. Groups present the arguments and raise questions about the document (10 minutes)

5. Exit Ticket (5 minutes)

7. Essential Questions

- ✓ Was life at Camp Brightwood easy or hard?
- ✓ Do you think fort life was the same as active duty?
- ✓ Why were black people not allowed to fight during this time?
- ✓ According to Frederick Douglass: Why should black men be included in the Union army?
- ✓ Were black soldiers treated the same as white soldiers?

8. Exit Ticket:

Distribute "A Man Knows A Man" drawing.

Black soldiers eventually were allowed to fight in the Civil War, thanks to Mr. Douglass' urging. Make a prediction, do you think this drawing about equality of service (regardless of race) was a reality? Why or not? Support your prediction using historical context, i.e. documents.

Recommended books for further inquiry: James McPherson's *For Cause and Comrades: Why Men Fought in the Civil War* and Versalle F. Washington *Eagles on Their Buttons: A Black Infantry Regiment in the Civil War*.

DCPS 8.11.8

"Civil War in My Backyard"

45 minutes

1. Aim:

- ✓ Students will use the SOAP method to visualize Fort Stevens during the Civil War period.
- ✓ Students will evaluate how the Civil War Defenses of Washington affected civilian life.
- ✓ Students will compare the war efforts of today versus the Civil War.

2. Standards:

- ✓ DCPS 8.11.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.
- ✓ National Center for History in the Schools: Historical Thinking Skills Standards
#3 The student engages in historical analysis and interpretation.

3. Instructional Materials:

- ✓ Fort Stevens historical photograph
- ✓ SOAP Analysis Grid
- ✓ Fort Stevens modern photograph
- ✓ Civil War Defenses Map
- ✓ Elizabeth "Aunt Betty" Thomas historical photograph
- ✓ War Effort Venn Diagram



DCPS 8.11.8

“Civil War in My Backyard”

45 minutes

4. Methods of Inquiry:

- ✓ Cooperative Learning
- ✓ Primary Source Analysis
- ✓ Venn Diagramming

5. “Do Now”

(5 minutes)

Students will break into small groups to analyze a historic photograph of Fort Stevens. Each member will fill out the SOAP grid.

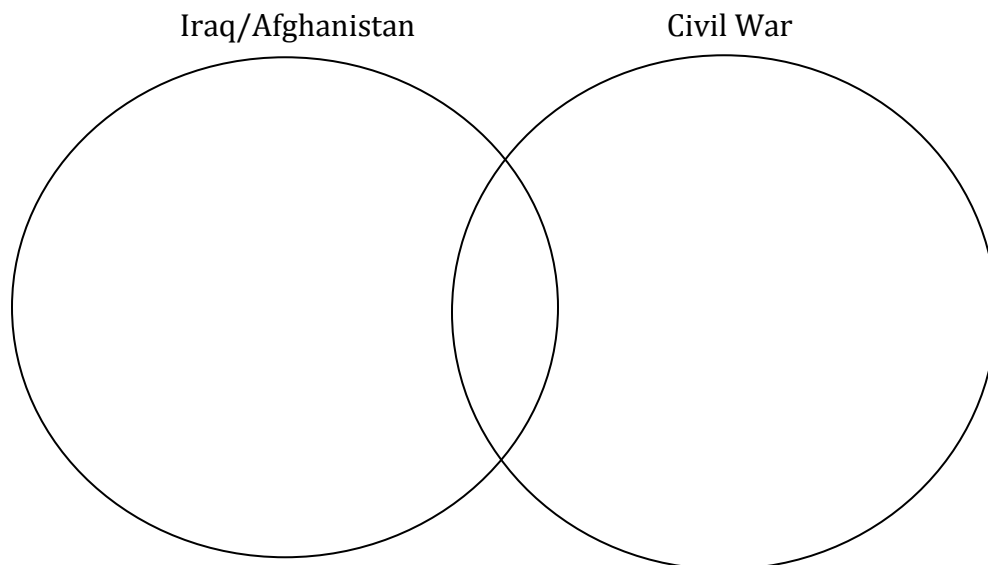
6. Lesson Steps

1. Do Now (5 minutes)
2. Class Brainstorm/Discussion about Photograph (5 minutes)
3. Why they built Civil War Defenses of Washington (10 minutes with particular attention to Brightwood Community and Fort Stevens)
4. The Story of Elizabeth “Aunt Betty” Thomas: The original owner of Fort Stevens (15 minutes)
5. Exit Ticket (10 minutes)

7. Essential Questions

- ✓ Why were the Civil War Defenses of Washington important?
- ✓ How are decisions made during times of war?
- ✓ How did the Civil War affect the Brightwood Park community?
- ✓ Do civilian sacrifices differ when fighting abroad versus fighting on home soil?

8. Exit Ticket: Today, we are fighting wars in Afghanistan and Iraq. Often people can forget about these wars because it is “out of sight, out of mind.” During the Civil War, the war was often fought in citizens’ backyards. Fill out the Venn Diagram below comparing the war efforts of civilians today versus during the Civil War?



8.11.8

Civil War Medicine

45 minutes

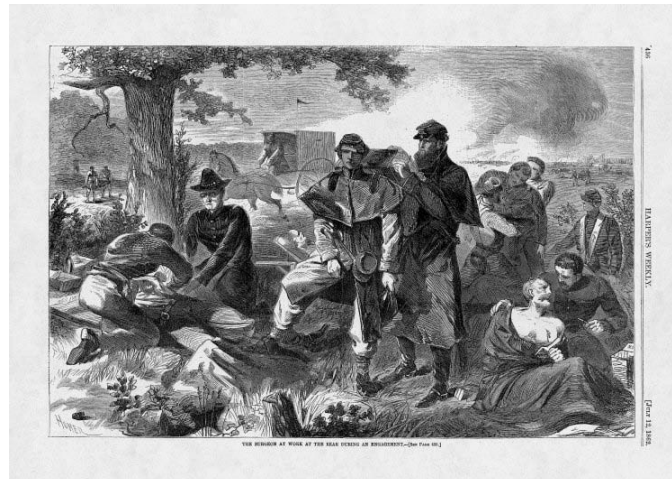
1. Aim:
 - ✓ Students will be able to identify where sick or wounded soldiers went for treatment.
 - ✓ Students will be able to identify the effects of disease during the war through primary sources.
 - ✓ Students will be able to understand the influence of gender on Civil War job placement.
2. Standards:

8.11.8 Explain how the war affected combatants, civilians, the physical environment and future warfare.

National Center for History in the Schools: Historical Thinking Skills Standards

3 The student engages in historical analysis and interpretation.

2E Read historical narratives imaginatively.
3. Instructional Materials
 - ✓ "Washington, District of Columbia. Hospital of Quartermaster Department"
 - ✓ George T. Stevens Memoir Excerpts
 - ✓ SOAP Analysis Grid
 - ✓ *Washington Star*: "The News Here." (Tuesday, June 11, 1861, Employment of Women as Nurses)
 - ✓ Louisa May Alcott: *Civil War Hospital Sketches* excerpts (Hospital Conditions/Facing Death)
4. Methods of Inquiry
 - ✓ Cooperative Learning
 - ✓ Primary Source Analysis
 - ✓ Peer teaching
5. "Do Now"
 1. Students will break into small groups to analyze "Washington, District of Columbia. Hospital of Quartermaster Department" using the SOAP method. (5 minutes)
6. Lesson Steps
 1. "Do Now" (5 minutes)
 2. Class Brainstorm/Discussion about the hospital photograph. Ask students to



8.11.8

Civil War Medicine

45 minutes

make predictions about what kinds of injuries and diseases soldiers might have faced during the Civil War. Transition into the next document about disease:

(Background info) The Civil War was the deadliest war in American history. Altogether, over 600,000 died in the conflict, more than World War I and World War II combined. Of these numbers, approximately 110,000 Union and 94,000 Confederate men died of wounds received in battle. Every effort was made to treat wounded men within 48 hours; most primary care was administered at field hospitals located far behind the front lines. A soldier was 13 times more likely to die in the Civil War than in the Vietnam War. In the Mexican War, no more than 15,000 soldiers opposed each other in a single battle, but some Civil War battles involved as many as 100,000 soldiers. (10 minutes)

3. George T. Stevens document about disease. Read together as a class. Do we have these kinds of diseases today in America? What are students' general reactions? (15 minutes)
4. Students should partner up, one student assigned *Washington Star* article and one student assigned an excerpt from Alcott's *Hospital Sketches*. Students will examine the issue of gender for their assigned document. Then, explain to partner how their document illustrates the role of women during the Civil War. Draw from previous lessons about the treatment of women in early America, why were women a good choice for nursing jobs? Were they allowed to fight? What concerns would society have about women in the workplace? (10 minutes)
5. Exit Ticket (5 minutes)
7. Essential Questions:
 - ✓ Why was the Civil War so deadly?
 - ✓ What kinds of challenges did doctors and nurses face?
 - ✓ How were women viewed during this period?
 - ✓ Why were women a suitable choice for hospital work during this period?
8. Exit Ticket:

Write a diary entry (2-3 paragraphs) from the viewpoint of either a sick soldier stationed in the Defenses of Washington, a nurse at a hospital or a surgeon on the battlefield. What do you find most difficult?

Recommended books for further inquiry: C. Keith Wilbur's *Civil War Medicine* (Illustrated Living History Series) and Frank R. Freeman's *Gangrene and Glory: Medical Care during the American Civil War*.

DCPS 8.11.5

“Washington: A City of Divided Loyalties”

45 minutes

1. Aim:

- ✓ Students will apply geography skills in order to understand the divided loyalties of Washington, D.C.
- ✓ Students will evaluate historical documents and apply them to divided loyalties in Washington, D.C.
- ✓ Students will compare and contrast divided loyalties in the Civil War Era with those of present day.

2. Standards:

- ✓ DCPS 8.11.5 Explain the views and lives of leaders and soldiers on both sides of the war, including those of black soldiers and regiments.
- ✓ DCPS 8.11.7 Describe critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.
- ✓ National Center for History in the Schools: Historical Thinking Skills Standards
 - #3 The student engages in historical analysis and interpretation.
 - #2E Appreciate historical perspectives.

3. Instructional Materials:

- ✓ *Harper’s Weekly*: “Secession Exploded” (July 10, 1861)
- ✓ SOAP Primary Source Grid or NARA Cartoon Analysis Worksheet
- ✓ Map of Union, Confederate and Border States
- ✓ Colonel Elmer Ellsworth Memorial Illustration (First Union Soldier Killed)
- ✓ *Washington Star*: “Washington Homefront, April 1861” (Loyalty Oaths)

4. Methods of Inquiry:

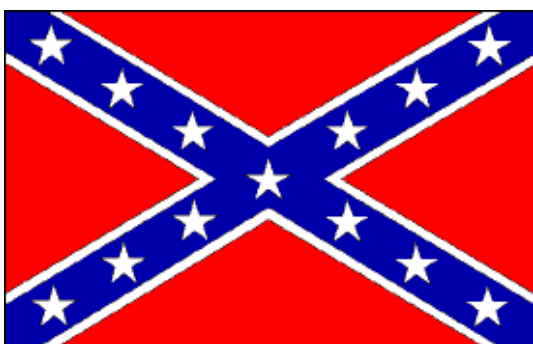
- ✓ Cooperative Learning
- ✓ Primary Source Analysis
- ✓ Historical parallels

5. “Do Now”

(10 minutes)

Students will break into small groups to analyze “Secession Exploded” using either the SOAP or National Archives (NARA) Cartoon Analysis Worksheet. This worksheet can be accessed through the National Archives Education page:

<http://www.archives.gov/education/lessons/worksheets/>.



DCPS 8.11.5

"Washington: A City of Divided Loyalties"

45 minutes

6. Lesson Steps:
 1. Do Now (10 minutes)
 2. Class Brainstorm/Discussion about "Secession Exploded" (5 minutes)
 3. Map of Union, Confederate and Border States (5 minutes)
 4. The story of Colonel Ellsworth (10 minutes)
 5. SOAP analysis of "Loyalty Oaths" Document in cooperative groups (10 minutes)
 6. Exit Ticket (5 minutes)
7. Essential Questions:
 - ✓ Why was the city of Washington vulnerable to the Confederacy?
 - ✓ How did the killing of Ellsworth increase questions of loyalty?
 - ✓ What similarities/differences exist between the Civil War era and present day, concerning questions of loyalty?
8. Exit Ticket:

After September 11, some Americans became panicked and paranoid about the loyalty of Muslim Americans. Ellsworth was killed by an enemy in an area of split loyalties that increased suspicions of spying. What similarities/differences exist between the reactions of Americans during the Civil War era and present day? What are the effects of such paranoia? How might you encourage people to be vigilant without stereotyping? (Please write 1-2 paragraphs)

8.11

Sacred Ground: Memory & the American Civil War

45 minutes

1. Aim:
 - ✓ Students will be able to define collective memory and apply the process to the Civil War.
 - ✓ Students will be able to identify consequences of the Civil War through memorial.
2. Standards:
 - ✓ DCPS 8.11 Students analyze the multiple causes, key events and complex consequences of the Civil War.
 - ✓ National Center for History in the Schools: Historical Thinking Skills Standards
 - ✓ #3 The student engages in historical analysis and interpretation.
 - ✓ #4C Interrogate historical data by uncovering the social, political, and economic context in which it was created.
3. Instructional Materials:
 - ✓ Battleground National Cemetery Photographs (3)
 - ✓ "Incidents of the War, A Harvest of Death" (Photographed by Timothy O'Sullivan at Gettysburg, July 1863)
 - ✓ Collective Memory Word Cloud
4. Methods of Inquiry:
 - ✓ Cooperative Learning
 - ✓ Primary Source Analysis
 - ✓ Compare and Contrast
 - ✓ Make predictions using historical trends
5. "Do Now" (5 minutes)

Students will break into 4 groups. Each group will analyze 1 of 4 different photographs. There are 3 photographs of Battleground National Cemetery (present day) and 1 historic photograph of Confederate dead from the Battle of Gettysburg. Each member will fill out the SOAP analysis grid.
6. Lesson Steps:
 1. "Do Now" (5 minutes)
 2. Class Brainstorm/Discussion about assigned photographs with emphasis on how each photograph remembers and honors dead soldiers. Does time period make a difference? (Heat of battle v. time to heal and be removed from the horrors and experience of the war.) (10 minutes)



8.11

Sacred Ground: Memory & the American Civil War

45 minutes

3. Collective memory activity. Pick an event that recently happened at your school, students to write a summary of how they remember the event (5 minutes). How do we decide what is worth remembering? Who decides what is worth remembering? Why do we remember things differently? Do we remember events differently when more time has passed or based on how engaged we were at the event? Distribute “collective memory” word cloud to each student. Each student should take 3-4 minutes to view and circle what words are most prominent. Build a class definition from the word cloud and from student experiences. To guide further discussion: Robert Penn Warren [*Legacy of the Civil War*]: “When one is happy in forgetfulness, facts get forgotten.” William Dean Howells: “What the American public always wants is a tragedy with a happy ending.” (20 minutes total)
4. Exit Ticket (10 minutes)
7. Essential Questions:
 - ✓ How do you honor the dead during the heat of battle and chaos of war in general?
 - ✓ What is collective memory?
 - ✓ Who decides what should be remembered?
 - ✓ How does collective memory change over time?
 - ✓ Why are cemeteries like Battleground National Cemetery still relevant?
 - ✓ Who should be in charge of commemoration?
8. Exit Ticket:

Next year is the 150th anniversary of the Civil War (2011). Do you think that America will ever achieve a single Civil War collective memory? Or do you think that America will always have multiple collective memories? Why or why not.

Recommended books for further inquiry: David W. Blight’s *Race and Reunion: The Civil War in American Memory*, Drew Gilpin Faust’s *This Republic of Suffering: Death and the American Civil War* and Tony Horwitz’s *Confederates in the Attic: Dispatches from the Unfinished Civil War*.

Name _____

Date _____

S.O.A.P.

Subject: What details do you notice? (People, objects, activities)	Occasion: When was this picture taken? (Time period, location, season)
Audience: Who was this picture taken for?	Purpose: Why was this picture taken?

What other questions do you have about the photograph? How might you find answers to these questions?

--

Name: _____

Date: _____

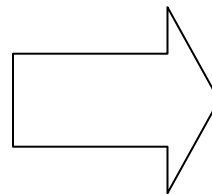
Exit Ticket: 1. Why were the Defenses of Washington strategically necessary?
2. Why were the fort locations chosen?
3. Why did the engineers use earthworks?

Causes

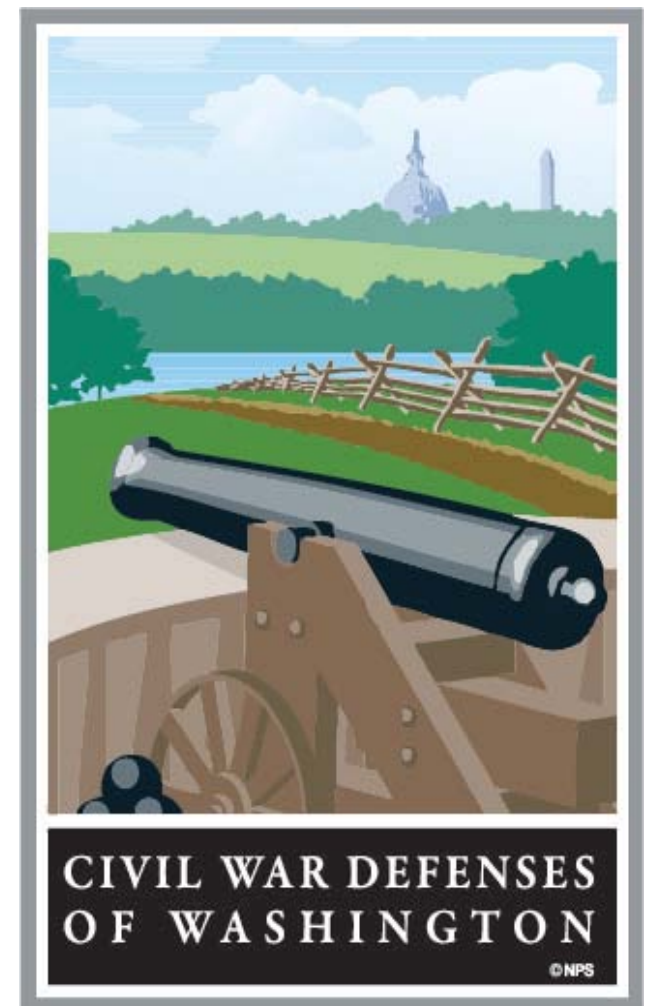
1.

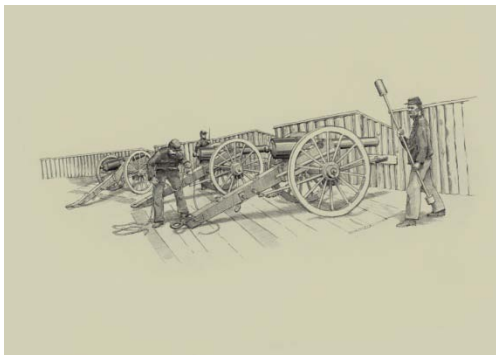
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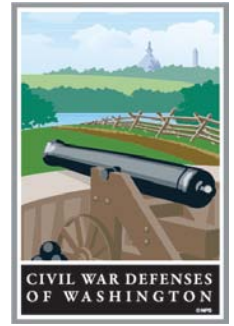


Effects





General Background Information on Fort Building



Publishing Information: Cooling III, B.F. and Walton H. Owen II. *Mr. Lincoln's Forts: A Guide to the Civil War Defenses of Washington*. Lanham, MD: The Scarecrow Press, Inc, 2010.

"Building a Defense System" (p. 7-9)

At first, attention went to completing and perfecting the Arlington Heights positions. Initially, redoubts and forts were located to protect strategic points and guard roads. Later, as the engineers found time, filler works were constructed, designed to handle weak or relatively unguarded spaces. The development of the network of fortifications was systematic. Once the sites for the forts had been determined, the stern law of military necessity governed possession of the land. Lines of rifle pits, massive earthworks, and military roads cut not cultivated fields, orchards, and even dwellings, and other structures were ripped down. Despite injustices to local property owners, military authorities felt that the interests of national security dictated such harsh action.

The main forts, placed nearly half a mile apart, had parapets twelve to eighteen feet thick on exposed fronts. Engineers and laborers then surrounded each work with an "abatis" of cut trees, entwined and placed with branches pointed away from the line of defense. The engineers meticulously based their work on D.H. Mahan's *A Treatise on Field Fortifications*...

Proper defense of Alexandria also concerned military authorities. This Virginia port and railroad center was a valuable supply point. Thus, the fortifications south of the Potomac were extended to cover the city. However, no continuous line of rifle pits connected the separate forts, and there were many open intervals in the so-called defense line.

Low water in the Potomac during the late summer and fall of 1861 caused officers charged with the defense construction to reevaluate the urgency of fortifying northern approaches to Washington. As with the early Virginia forts, works north of the Potomac River had been located to command arteries of travel. Fort Pennsylvania (later renamed Fort Reno) was the first work laid out in August. It controlled the turnpike from Rockville leading to Georgetown. Fort Massachusetts (later called Fort Stevens) covered the Seventh Street Road with Forts Slocum and Totten positioned to the east as auxiliary works. Further to the east, Fort Lincoln, on a high elevation above the turnpike to Baltimore, guarded both that artery and a nearby railroad line between the cities. Wide gaps between these works soon filled with supporting fortifications.

Barnard [Major John Gross Barnard] and his small coterie of professionals also built massive fieldworks and auxiliary batteries atop such strategic points as the ridge east of the Anacostia River (or Eastern Branch) and above the "receiving reservoir" of the Aqueduct, Washington's water supply along the Potomac River...

Earthworks

(Civil War Defenses of Washington Interpretive Brochure)

Military earthworks are fortifications constructed from dirt. Inexpensive and readily available, dirt produced very strong structures that could absorb the impact of projectiles better than brick or stone masonry. Soldiers and laborers worked with shovels and picks to build ramparts (walls), parapets (slopes), and bombproofs (shelters) following a standard procedure for construction. A dry moat (trench) and barricade of dead trees called an “abatis” surrounded each fort.

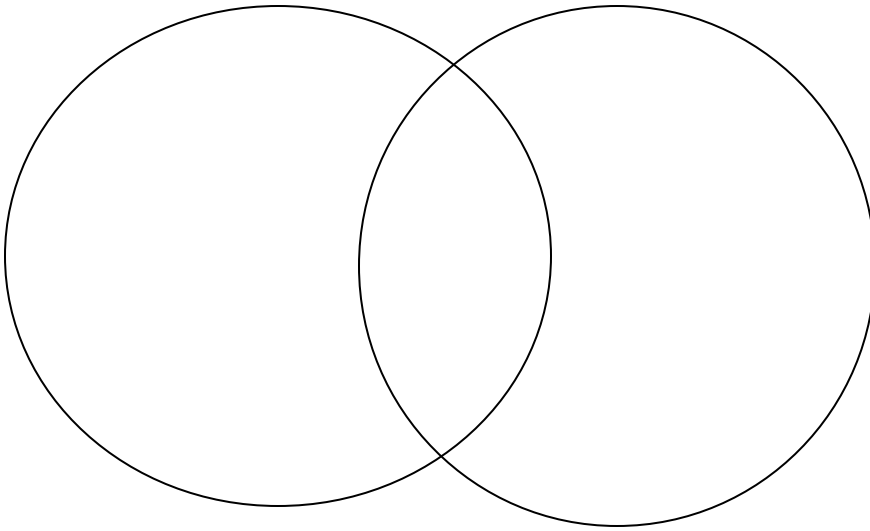
Name _____

Date _____

1. Today, we are fighting wars in Afghanistan and Iraq. Sometimes people forget about these wars because it is “out of sight, out of mind.” Fill out the Venn Diagram below comparing the war efforts of civilians today versus during the Civil War.

Afghanistan/Iraq

Civil War





National Underground Railroad Network to Freedom Listings

Arizona

Passage on the Underground Railroad: A
Photographic Journey [program]

Arkansas

Freedom Park [site]
Poison Spring Battle Site [site]

California

California State Library [facility]
Footsteps to Freedom Study Tour [program]
Harriet Tubman: Bound for the Promised Land Jazz
Oratoria [program]
Mary Ellen Pleasant Burial Site [site]
Meet Mary Pleasant/Oh Freedom (chautauqua)
[program]
Reclaiming the Past Juneteenth Celebration
[program]
Site of Original Tuolumne County Courthouse [site]
“Straight From Tha Underground” [program]

Delaware

Appoquinimink Friends Meeting [site]
Camden Friends Meeting House and Cemetery [site]
Corbit-Sharp House [site]
Delaware State House [site]
Delaware Public Archives [facility]
Historic Society of Delaware [facility]
John Dickinson Plantation [site]
Long Road to Freedom: UGRR in Delaware
[program]
New Castle Courthouse [site]
The Rocks—Fort Christina State Park [site]
Star Hill Historical Society [program]
Thomas Garrett Home Site [site]
Tubman—Garrett Riverfront Park & Market St.
Bridge [site]
Wilmington Friends Meeting House and Cemetery
[site]

District of Columbia

African American Civil War Memorial [site] (NPS,
National Mall and Memorial Park)
Asbury United Methodist Church [site]
Blanche K. Bruce House [site]
Burial Site of Blanche K. Bruce [site]

District of Columbia (continued)

Burial Sites of William Boyd and David A. Hall at
Historic Congressional Cemetery [site]
Camp Greene and Contraband Camp [site] (NPS, George
Washington Memorial Parkway)
Frederick Douglass National Historic Site [site] (NPS)
“From Slavery to Freedom” [program]
Mary Ann Shadd Cary House [site]
Moorland Spingarn Research Center, Howard
University [facility]
Old City Hall, DC Courthouse, Washington, DC [site]
Site of John Little Farm [site]
Site of Leonard Grimes Property [site]
Site of Pearl Affair [site]
Slavery and the UGRR with a Focus on the Nation’s
Capital [program] (NPS, President’s Park)
Washingtoniana Division., Martin Luther King
Library [facility]

Florida

Bill Baggs Cape Florida State Park [site]
Family Heritage House Museum [facility]
Fort Jefferson, [site] (NPS, Dry Tortugas National
Park)
Fort Mose [site]
Southeast Archeological Center [facility] (NPS)

Georgia

Auburn Avenue Research Library [facility]
Fort Pulaski National Monument [site] (NPS)
From Africa to Eternity (traveling exhibit) [program]
“Mattie, Johnny and Smooth White Stones” [program]
“Mattie, Johnny and Smooth White Stones: Part II”
[program]
“Mattie, Johnny, and Smooth White Stones, Part III”
[program]
National Archives and Records Administration,
Southeast Region [facility]

Illinois

Congregational Church (Jacksonville) [site]
Dr. Hiram Rutherford Home [site]
Dr. Richard Eells House [site]
Galesburg Colony UGRR Freedom Station-Knox
College [program]

Illinois (continued)

Illinois College—Beecher Hall (Chapel) and the site of the College Building (1832-1852) [site]

[Jameson Jenkins Lot \[site\]](#) (NPS, [Lincoln Home National Historic Site](#))

Kimzey Crossing /Locust Hill [site]

Lucius Read House [site]

Old Slave House (reverse UGRR) [site]

Owen Lovejoy Homestead [site]

Pettengill Home Site [site]

Rocky Fork [site]

UGRR in Illinois [program]

Indiana

Bethel African Methodist Episcopal Church [site]

Carnegie Center for Art and History [facility]

Chapman Harris Home Site [site]

Decatur County Courthouse [site]

Dr. Samuel Tibbets Home Site [site]

“Freedom is My Home” [program]

Georgetown Historic District [site]

Hannah Toliver Historical Marker [site]

Historic Eleutherian College [site]

Indiana Freedom Trails Educational and Research Program [program]

Indiana Supreme Court—Courts in the Classroom [program]

Isaiah Walton Home Site [site]

John Gill and Martha Wilson Craven Home [site]

Levi Coffin House State Historic Site [site]

Lyman Hoyt House [site]

Oswell Wright Historic Marker [site]

Seymour Train Station [site]

Tibbets House [site]

“The Underground Railroad in Floyd County, Indiana” [program]

Underground Railroad Initiative, Department of Natural Resources, Division of Historic Preservation and Archeology [program]

Union Literary Institute [site]

William and Margaret Hicklin Home [site]

Iowa

Denmark Congregational Church [site]

Hitchcock House [site]

Ira Blanchard Home Site and Cemetery [site]

J.H.B. Armstrong House [site]

James C. Jordan House [site]

Lewelling-Gibbs House [site]

Nishnabotna Ferry House [site]

Todd House [site]

Kansas

Captain William Mitchell Homestead [site]

Clinton Lake Museum [facility]

Constitution Hall—Topeka [site]

Kansas (continued)

Dr. John Doy Home Site (ruins) [site]

Henry and Ann Harvey Farmstead [site]

John Armstrong House [site]

John and Mary Ritchie House [site]

John Gardner Cabin Site [site]

John E. Stewart Property [site]

Owens House [site]

Quindaro Ruins [site]

Underground Railroad in Douglas County, Kansas [program]

Watkins Community Museum of History [facility]

Wabaunsee Cemetery [site]

Kentucky

Camp Nelson Civil War Heritage Park [site]

Fee Land: The Story of Juliet Miles [site]

Harriet Tubman and the Underground Railroad: The Art of Mark Priest [program]

Institute for Freedom Studies [program]

Long Walk: From Slavery to Freedom [program]

Underground Railroad Research Institute [program]

White Hall [site]

Louisiana

Cammie G. Henry Research Center at Northwestern State University of Louisiana [facility]

River Road African American Museum and Gallery [facility]

Maine

Abyssinian Meeting House [site]

Maryland

Adventures of Harriet Tubman & UGRR in Dorchester County [program]

Arrest Site of William Chaplin [site]

Banneker-Douglass Museum [program]

Belair Mansion [site]

Belle Vue [site]

[Berry Farm \[site\]](#) (NPS, [National Capital Parks-East](#))

[Best Farm/L’Hermitage \[site\]](#) (NPS, [Monocacy National Battlefield](#))

Camp Stanton, USCT [site]

Catoctin Center for Regional Studies [facility]

Catoctin Iron Furnace and Manor House Ruins [site]

Choptank River [site]

Darnall’s Chance House Museum [site]

Dorchester County Courthouse [site]

Experience Harriet Tubman & the UGRR by Sea 1 [program]

Experience Harriet Tubman & the UGRR by Sea 2 [program]

Experience Harriet Tubman & the UGRR by Land [program]

Maryland (continued)

Ferry Hill [site] (NPS, Chesapeake & Ohio Canal National Historical Park)
Finding a Way to Freedom Driving Tour [program]
Frederick Douglass Driving Tour of Talbot County [program]
Frederick Douglass Freedom & Heritage Trail & Tour of Underground Railroad Sites in the City of Baltimore, MD [program]
Freedom Site of Emily Plummer (Riversdale) [site]
Gorsuch Tavern [site]
Grantham & Forrest Farm [site]
Hampton National Historic Site [site] (NPS)
In Their Steps [program]
Jacob and Hannah Leverton Dwelling [site]
Jane C. Sween Library, Montgomery County Historical Society [facility]
Jefferson Patterson Park and Museum [site]
Marietta House [site]
Maryland State Archives [facility]
Maryland's Network to Freedom Map & Guide [program]
Mount Calvert [site]
Mount Clare [site]
Northampton Slave Quarters [site]
Old Jail of St. Mary's County [site]
Point Lookout State Park [site]
Port Tobacco Courthouse [site]
President Street Station [site]
Reginald F. Lewis Museum [program]
Riley Farm [site]
Rockland [site]
Roedown Farm [site]
Rural Legacy Trail: UGRR Experience [program]
Shawnee Old Fields Village Site [site] (NPS, Chesapeake and Ohio National Historical Park)
Site of Arthur Leverton Farm [site]
Sotterley Plantation [site]
Southern Maryland Studies Center [facility]
The Maryland State House [site]
The Underground Railroad Experience in Maryland [program]
Thornton Poole House [site]

Massachusetts

An Impressive Lesson for My Children [program] (NPS, Minute Man National Historical Park)
David Ruggles Center for Early Florence History and Underground Railroad Studies [facility]
Dorsey-Jones House [site]
Discovering New Bedford's Underground Railroad History [program] (NPS, New Bedford Whaling National Historical Park)
Hart and Mary Leavitt House [site]
Jackson Homestead [site]

Massachusetts (continued)

Joshua Bowen Smith House [site]
Longfellow NHS [facility] (NPS)
Massachusetts Historical Society [facility]
Mount Auburn Cemetery [site]
Nathan and Polly Johnson House [site]
National Archives and Records Administration, Northeast Region—Boston [facility]
Poets, Shoemakers, and Freedom Seekers [program] (NPS, Salem Maritime National Historic Site)
Roger Hooker and Keziah Leavitt House [site]
Ross Homestead [site]
Resisting for Justice-The African Meeting House & the Rescue of Shadrack Minkins [program] (NPS, Boston African American National Historic Site)
Samuel May, Jr. House [site]
Tappan-Philbrick House [site]
The Wayside [site] (NPS, Minute Man National Historical Park)
William Ingersoll Bowditch House [site]

Michigan

Adam Crosswhite Marker [site]
Caroline Quarlls: A Family Legacy of Freedom [program]
Commemorative Drinking Fountain of Laura Smith Haviland [site]
Dr. Nathan M. Thomas Home [site]
First Congregational Church of Detroit [site]
"Flight to Freedom" at Historic First Congregational Church of Detroit [program]
Free Soil Underground Railroad Sightseeing Bus Tour (tour) [program]
George deBaptiste Homesite [site]
Guy Beckley House [site]
International Underground Railroad Heritage Program [program]
Isaac Bailey Gravesite, Oak Hill Cemetery [site]
Jonathan Walker Grave and Marker [site]
Journey to Freedom Underground Railroad Tours [program]
Stephen Bogue Commemorative Marker [site]
Underground Railroad Monument (Battle Creek) [site]
W.W. Harwood Farmstead [site]

Mississippi

Forks of the Road Enslavement Market Terminus [site]

Missouri

Mary Meachum Freedom Crossing [site]
Old Courthouse [site] (NPS, Jefferson National Expansion Memorial)

Nebraska

Mayhew Cabin [site]

New Hampshire

Cartland House [site]

New Jersey

Abigail & Elizabeth Goodwin Home [site]

William Still meets Peter Gist [program]

New Mexico

Harriet's Return [program]

New York

1816 Farmington Quaker [Friends] Meetinghouse [site]

Asa Wing [site]

Awaakaba's Riverstroll [program]

Bristol Hill Church (First Congregational Church and Society of Volney) [site]

Brooklyn Historical Society [facility]

Buckhout-Jones Building [site]

Cayuga County Historian's Office [facility]

Cayuga Courthouse [site]

Edwin W. Clarke House [site]

First Baptist Church of Elmira—Homesite of John W. Jones [site]

Gerrit Smith Estate [site]

Griffith and Elizabeth Cooper Home, [site]

Hamilton and Rhoda Littlefield House [site]

Harriet Tubman Grave Site, Fort Hill Cemetery [site]

Harriet Tubman Home [site]

Herman and Hannah Phillips House [site]

Howland Stone Store [site]

Hunt House [site] (NPS, Women's Rights National Historical Park)

James Canning & Lydia Fuller House [site]

Jervis Langdon Home [site]

John B. and Lydia Edwards House [site]

Joshua W. and Samantha Wright House [site]

M'Clintock House [site] (NPS, Women's Rights National Historical Park)

Many Roads to Freedom, Rochester Public Library [program]

Matilda Joslyn Gage House [site]

Mexico Museum [facility]

Mount Hope Cemetery [site]

Murphy Orchards [program]

National Archives and Records Administration, Northeast Region—New York [facility]

New York Historical Society [facility]

New York Underground Railroad Public History Conferences [program]

North Street Meeting House, Scipio Preparative Meeting of Friends [site]

Onondaga Historical Association Museum & Research Center [facility]

Orson Ames House [site]

New York (continued)

Oswego Market House [site]

Oswego School District Public Library [facility]

Park Church [site]

Plymouth Church of the Pilgrims [site]

Richardson-Bates House Museum [facility]

Rouses Point Pier [site]

Samuel and Elizabeth Cuyler House Site [site]

Sandy Ground Historical Society [program]

Second Street Cemetery [site]

Seward House [site]

Seymour Library [facility]

Site of Martha & David Wright House [site]

Slocum and Hannah Howland House [site]

Solomon Northup Day [program]

Starr Clark Tin Shop [site]

Stephen and Harriet Myers Residence [site]

Thomas and Elizabeth James House [site]

Thomas Elliott and Ann Marie Stewart Elliott House [site]

Tudor E. Grant: From Fugitive Slave to Oswego Businessman [program]

Underground Railroad Heritage Trail [program]

Utica Rescue at Judge Hayden's Law Office [site]

Waterloo Library & Historical Society [facility]

Woodlawn Cemetery [site]

North Carolina

Burial Sites of Henry Sr., and Dorothy Copeland [site]

Colonial Park [site]

Friends Historical Collection, Guilford College [facility]

Great Dismal Swamp [site]**

Neuse River [site]

Orange Street Landing on Cape Fear [site]

Pasquotank River [site]

Pathway to Freedom [program]

Roanoke Island Freedom Colony [site] (NPS, Fort Raleigh National Historic Site)

Roanoke Island Freedom Colony Memorial Garden [site]

Roanoke River [site]

Somerset Place [site]

Ohio

Bloomingsburg Presbyterian Church [site]

Boyhood Home of Dr. William Thompson [site]

Bunker Hill House [site]

Burial Site of US Senator Thomas Morris [site]

Clermont County Courthouse [site]

Clermont County Underground Railroad Public Education Program [program]

Clermont County Trail Tour [program]

Charles B. Huber Homesite [site]

Charles B. Huber Farm [site]

Dr. L.T. Pease Homesite [site]

Experience the Underground Railroad [program] (NPS, Cuyahoga Valley National Park)

Ohio (continued)

Felicity Wesleyan Church [site]
A Forge for Freedom [program]
“A Fugitive’s Path-Escape on the Underground Railroad” [program]
Gus West Site/Abolition Lane [site]
Haines House [site]
Homesite of Dr. William E. Thompson [site]
Howard Family Farm [site]
Hudson Library and Historical Society [facility]
James & Sophia Clemens Farmstead [site]
John King Farm [site]
John P. Parker House [site]
John Rankin House [site]
King Family Cemetery [site]
Lindale Baptist Church and Cemetery [site]
Marcus Sims-Charles Huber Tannery [site]
Nelson T. Gant Homestead [site]
New Richmond, Ohio, Waterfront [site]
Oberlin Heritage Center/O.H.I.O. [facility]
Oberlin-Wellington Rescue Monument [site]
Office of the Philanthropist Newspaper [site]
Old Calvary Methodist Church [site]
On the Trail to Freedom in Lorain County, Ohio [program]
Robert Fee Burial Site [site]
Robert Fee Homesite [site]
Spring Hill Historic Home [site]
Spring Hill Historic Home (tour) [program]
The Sugar Tree Wesleyan Church Cemetery [site]
Tate Township Cemetery [site]
The Underground Railroad & Its Connection to the Ohio River [program]
Voices of Freedom [program]
Westwood Cemetery [site]
Williamsburg Cemetery [site]
Will Sleet Homesite [site]

Pennsylvania

Atwater Kent Museum, Quest for Freedom: Friday Afternoon [program]
Atwater Kent Museum, Quest for Freedom: School & After-school Students [program]
Atwater Kent Museum, Quest for Freedom: Teacher Workshops [program]
Belmont Mansion [site]
Blairsville Passport to Freedom UGRR Experience [program]
Burial Site of William & Phoebe Wright (Huntington Friends meeting) [site]
Burial Site of Cyrus Griest (Menallen Friends Meeting) [site]
Burial Ground at Yellow Hill [site]
Chester County Historical Society [facility]
City of Philadelphia Archives [facility]
Cliveden [site]

Pennsylvania (continued)

Cumberland County Courthouse [site]
Cumberland County Historical Society [facility]
F. Julius LeMoyne House [site]
Fair Hill Burial Ground [site]
First National Bank Museum [facility]
Frederick Douglass Institute of West Chester University [program]
Grave of Henry Watson, Mount Vernon Cemetery [site]
Grave of U.S. Congressman Thaddeus Stevens [site]
Heinz History Center [facility]
Historical Society of Pennsylvania [facility]
Independence National Historical Park [site] (NPS)
Johnson House [site]
Journey to Freedom [program]
Kaufman’s Station at Boiling Springs [site]
Kennett Underground Railroad Center [facility]
Library and Archives, Erie County Historical Society [facility]
“Living the Experience” [program]
Mary Ritner Boarding House/John Brown House [site]
Mother Bethel African Methodist Episcopal Church [site]
National Archives and Records Administration [facility]
Pennsylvania Quest for Freedom, Lancaster County [program]
Pennsylvania Quest for Freedom, Philadelphia [program]
Pennsylvania State Archives [facility]
Philadelphia Doll Museum, Freedom in Philadelphia [program]
Place I Call Home Tour [program]
Quest for Freedom: The UGRR in Philadelphia [program] (NPS, Independence National Historic Site)
Riverview Farm [site]
Site of Old Lancaster County Jail [site]
State Library of Pennsylvania [facility]
Thaddeus Stevens’ Caledonia Iron Furnace Monument [site]
Underground Railroad Camps [program]
William C. Goodridge House [site]
William Still Burial Site at Eden Cemetery [site]
Willis House [site]
Zercher’s Hotel [site]

Tennessee

Fort Donelson National Battlefield [site] (NPS)
Stones River National Battlefield [site] (NPS)
Stories from Da Dirt [program]

Texas

Blazing Trails to Freedom: The Underground Railroad in Texas [program]
The Resurrection of Harriet Tubman: Escape to Freedom [program]
Seminole Indian Scouts Cemetery [site]

Vermont

Rokeby Museum [site]

Virginia

African Americans: From Slavery to Emancipation, Museum of the Confederacy [program]

Virginia (continued)

Afro-American Historical Association of Fauquier County [facility]
Alexandria Archaeology Museum [facility]
Alexandria Freedmen's Cemetery [site]
Alexandria Library, Special Collections Branch [facility]
Aquia Landing [site]
[Arlington House, The Robert E. Lee Memorial \[site\]](#)
[\(NPS, George Washington Memorial Parkway\)](#)
Brentsville Courthouse and Jail [site]
Bruin's Slave Jail [site]
Birch Slave Pen [site]
Burial Site of Rev. Leonard A. Black [site]
Downtown Norfolk Waterfront [site]
Fairfax Circuit Court, Historical Records Room [facility]
Gadsby's Tavern [site]
Great Dismal Swamp [site]**
The Library of Virginia [facility]
Leesylvania [site]
Loudoun County Courthouse [site]
Moncure Conway House [site]
Oatlands Plantation [site]
Petersburg Courthouse [site]
Rippon Lodge [site]
Spotsylvania County Courthouse and Jail [site]
Sully Historic Site [site]
Thomas Balch Library [facility]
Virginia Historical Society [facility]

West Virginia

[Harpers Ferry National Historical Park \[site\]](#) (NPS)
West Virginia State Archives [facility]

Wisconsin

A.P. Dutton Warehouse [site]
Caroline Quarles: She's Got a Story to Tell [program]
Jonathan Walker's Homesite [site]
Milton House Museum [site]
Milton House Museum (tour) [program]

Wisconsin (continued)

Monument Square, Racine [site]
Racine Heritage Museum [facility]
Samuel Brown Farm Site [site]
Site of the Rescue of Joshua Glover [site]

** Great Dismal Swamp is located in both North Carolina and Virginia

memory

constructed history forms role generation memories

public memories

individual

place

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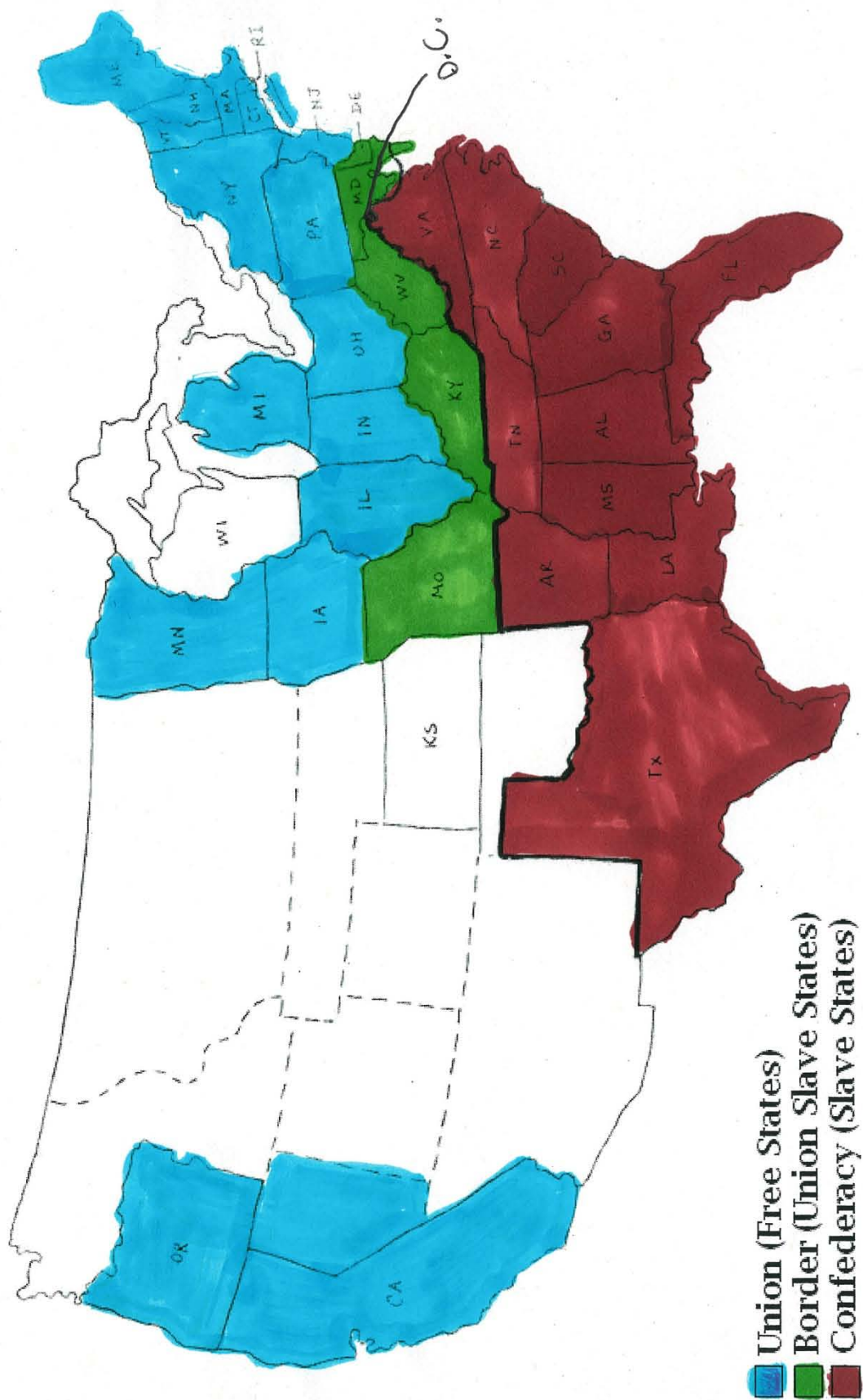
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IV. Teaching With Historic Places (TwHP)

Teaching with Historic Places (TwHP) is a program of the National Park Service's Heritage Education Services office. Over the years, TwHP has developed a variety of products and services. These include a series of lesson plans; guidance on using places to teach; information encouraging educators, historians, preservationists, site interpreters, and others to work together effectively; and professional development publications and training courses. Initially created in collaboration with the National Trust for Historic Preservation, TwHP grew out of a desire by both organizations to expand educational outreach. Coinciding with a widespread review of American education in the late 1980s, this interest led to consultation with a wide range of educators, resulting in the launch of the Teaching with Historic Places program in 1991.

Teaching with Historic Places lesson plans turn students into historians as they study primary sources, historical and contemporary photographs and maps, and other documents, and then search for the history around them in their own communities. They enjoy a historian's sense of discovery as they learn about the past by actively examining places to gather information, form and test hypotheses, piece together "the big picture," and bridge the past to the present. By seeking out nearby historic places, students explore the relationship of their own community's history to the broader themes that have shaped this country.

The Civil War Defenses of Washington encourages teachers and students to explore their local community's historic places through this excellent pedagogical framework. The primary sources within this curriculum guide were designed to encourage the use of TwHP and we hope you find this strategy helpful. If you would like to find out more about the program or browse lesson plans: <http://www.nps.gov/history/nr/twhp/>.

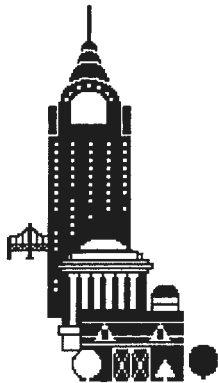


Teaching with Historic Places

Lesson Plan Format

Introduction:	Lesson's theme and "sense of place"
About This Lesson:	Learning objectives; standards; other information
Getting Started:	Intriguing image and question to engage students
Setting the Stage:	Historical background
Locating the Site:	Geographical context
Determining the Facts:	Readings and documents to analyze
Visual Evidence:	Graphic materials to analyze
Putting It All Together:	Student Activities
Supplementary Resources:	Web links

[Teaching with Historic Places Home](#) | [National Register Home](#)



Teaching with Historic Places

Learning from a Historic Place

1. **OVERVIEW:** What do you see? What is your general description of the place and its setting?
2. **DETAILS:** Look closely and identify specific details about location, size, shape, design, arrangement, setting, and other characteristics.
3. **IMPRESSIONS:** What do your observations suggest about the place's age, purpose, function, and evolution?
4. **BIG PICTURE:** What do you think the place suggests about people, events, or ways of life from the past?
5. **EVIDENCE:** Look at your conclusions for Questions 3 and 4. How do you know? What specific clues did the place itself contribute? How influential were previous knowledge or assumptions?
6. **QUESTIONS & ANSWERS:** What questions did the physical evidence raise for you? What information is missing? What else would you like to know? What types of evidence might answer those questions and test your hypotheses? Where would you find that information?

Teaching with Historic Places

Photo Analysis Guiding Questions

- **Step 1:** Examine the photograph for 10 seconds. How would you describe the photograph?
- **Step 2:** Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?
- **Step 3:** What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?
- **Step 4:** How would you revise your first description of the photo using the information noted in Steps 2 and 3?
- **Step 5:** What questions do you have about the photograph? How might you find answers to these questions?